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ABSTRACT

Part of a 13-volume series designed to help Lutheran communities assess the feasibility of starting a Lutheran elementary school and to assist ongoing schools in current operation, this volume enumerates the steps involved in planning such a school. The first part of the publication focuses on the feasibility study necessary when exploring the idea of a Lutheran school. It gives detailed step-by-step instructions for such a study, beginning with convening the exploration group and ending with making recommendations. Part 2 deals with the survey and planning stage, specifically with the organization of the board and subcommittees that will gather information and make recommendations regarding the establishment and maintenance of a school program. Part 3 delineates the assignments of the board and subcommittee regarding organization planning, enrollment planning, financial planning, facility planning, and instruction planning. Part 4 explores the possibility of an interparish school either through sending children to an existing school or consolidating existing schools. Part 5 discusses budgeting and funding for the surveying and planning stages. A resource section contains a congregation profile sheet, an interest survey questionnaire, an agenda for a congregational exploration meeting, and a "go or no-go" check list. (JH)

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GUIDELINES FOR STARTING A NEW SCHOOL

PART ONE - EXPLORING THE SCHOOL IDEA

PART TWO - ORGANIZATION OF BOARD AND
SUBCOMMITTEES

PART THREE - BOARD AND SUBCOMMITTEE
ASSIGNMENTS

PART FOUR - INTERPARISH SCHOOLS

PART FIVE - BUDGETING AND FUNDING
RESOURCES

PLANNING CHART

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PLANNING FOR LUTHERAN ELEMENTARY SCHOOLS

ED176383

EA 012 094

FOREWORD

Lutheran schools in America are flourishing.

Many Lutheran communities are presently conducting feasibility studies to determine if they can have a Lutheran school for their young people. The need for materials to help Lutheran congregations conduct feasibility studies and make responsible educational decisions has become quite urgent.

Through the coordinated efforts and generous financial help of Aid Association for Lutherans, representatives of the educational offices of the Association of Evangelical Lutheran Churches, American Lutheran Church and the Lutheran Church-Missouri Synod have combined their efforts in the development of PLANNING FOR LUTHERAN ELEMENTARY SCHOOLS materials. These materials are companion to PLANNING FOR LUTHERAN HIGH SCHOOLS, and PLANNING FOR LUTHERAN EARLY CHILDHOOD PROGRAMS.

PLANNING FOR LUTHERAN ELEMENTARY SCHOOLS has been designed to help Lutheran communities assess the feasibility of a school for their young people and make plans and responsible decisions for the establishment of a school. Resource materials are intended to assist existing schools in their ongoing operation. While these materials are designed to help congregational leaders, it is advisable to consult with synodical (district or regional) leaders as you begin planning your feasibility study.

The work of the following writers is herewith gratefully acknowledged: Dr. Glenn Bracht, Mr. Robert Eggold, Mr. Eldor Kaiser, Mr. Donald Kell, Mr. Ellsworth Kierbs, Dr. Glenn Kraft, Mr. Kenneth Markworth, Mr. Neal Meitler, Rev. Paul Pallmeyer, Mr. Richard Sauer, Mr. Wilbur Tewes and Dr. Martin Wessler. A special word of thanks to the synodical leaders who gave counsel and encouragement in this project: Dr. Victor Constien, Mr. Glenn Moenning, Dr. Al Senske, Dr. Marlin Schulz, Mr. Donald Vetter and Mr. Donald Zimmerman. Thanks to Lois Prahlow for artwork; Jim Reigles for editing; Lois Brandt, Harriette Johnson and Florence Schoenfeldt for typing and Trip Gesch for printing. To Aid Association for Lutherans staff members: Dr. Martin Koehneke, Mr. Fred Pahl, Mr. William Selle and Mr. Donald Stoike thanks for their encouragement and counsel.

These materials are dedicated to the glory of God for the extension of Lutheran education.

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Martin F. Wessler
Project Director

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PART ONE - EXPLORING THE SCHOOL IDEA

Many people across the country have captured the vision of Lutheran schools. For those who wish to determine if a school can become a reality in their community, this document presents a step-by-step procedure for conducting a feasibility study. A variety of resources are available to help in conducting this study.

A feasibility study moves from one stage of interest and commitment to another. After each stage, a decision must be made to continue or to discontinue the study and planning activity. The Planning Chart (centerfold) outlines all phases of the feasibility study. Part One of this document is designed to help explore the school idea; parts Two, Three and Four are designed to survey, plan and implement a strategy for a new school.

Phase I: Exploring the School Idea consists of the following steps:

Step One.	Convene Exploration Group
Step Two.	Clarify Purpose
Step Three.	Compile Preliminary Information
Step Four.	Invite Professional Help
Step Five.	Inform and Seek Response from Constituents
Step Six.	Make Go or No-Go Decision
Step Seven.	Determine Next Steps

STEP ONE - CONVENE EXPLORATION GROUP

Lutheran schools are a tremendous blessing to children, young people, parents, communities, and churches. You are to be commended for your willingness to begin a feasibility study for such an important program.

GROUP MAKE-UP

Join with others also interested in beginning a school. If there are just a few of you, add others as soon as possible. It is advantageous to have lay persons, teachers, pastor(s), and other persons knowledgeable about the community. Seek a representative group of individuals with a variety of backgrounds, age, and racial make-up. As interest grows, your group will also grow. Provide a copy of this document (E02) and Why The Lutheran School (E01) for every member of the group. Committee members should commit their study, collectively and individually, to God in prayer, asking the Spirit's guidance and the Father's blessing. List the name, address and other information concerning each member of the group for ready reference. Duplicate the list for distribution to members. You now constitute a very strategic group of people.

Your group must determine at an early date if official approval of the congregation is needed to conduct the feasibility study. Seeking approval before sufficient data is available may result in an inappropriate response. On the other hand, avoid surprises and take steps to insure that the proper leaders are informed at an early date.

LEADERS

One of the first and most important tasks of the group is to choose their leaders. Elect a chairman who is known to be an effective leader and is able to help the committee plan and achieve its tasks. It is important at the outset also to select a secretary/treasurer who will keep minutes, attendance and a file of compiled information. Often the secretary/treasurer is asked to be responsible for distribution of news about committee activities and carrying out other correspondence assignments.

COSTS

A small budget may be needed during the Exploration Phase to cover the cost of postage, materials, telephone calls, and other expenses. Consider requesting funds from the congregation or from groups within your congregation. If necessary, determine ways to raise funds from other sources.

RECORDS

It is important from the very outset to keep records of all meetings and activities. Records should be kept in such a way that they can be updated and distributed to new members as they join the committee. In effect, your records should contain a diary of the activities of your committee. Establish a permanent file in the church office to insure that initial records and data are available for use at later dates.

STEP TWO - CLARIFY PURPOSE

It is important to have a clear understanding of why you want to begin a Lutheran school. You'll often be asked this question, "Why a Lutheran school here?" There will be numerous uses for a precise statement of purpose as you share your vision with others. Beware of the tendency to assume that everyone involved has an equally clear idea of what a Lutheran school is. Listed below is a sequence of activities for accomplishing this task:

- Activity 1: At your first meeting ask members to briefly state their reasons for starting a Lutheran school. List the individual member's ideas on a chalkboard.
- Activity 2: Ask each committee member to reread document E01, Why The Lutheran School.
- Activity 3: At your second meeting review the list of purposes making additions, deletions, and adjustments. Discuss and rank the purposes for starting a Lutheran school.
- Activity 4: Revise the initial list, if necessary, to insure that it reflects the intent of the committee.
- Activity 5: Elect one committee member to write a series of clear statements outlining the purposes as identified by the committee. Ask the entire committee to review the written statements and give final approval.
- Activity 6: Distribute and share the suggested purposes of an elementary school with other interested parties as the work of your committee progresses.

STEP THREE - COMPILE PRELIMINARY INFORMATION

Vital information is available from existing sources which can be helpful to your feasibility study committee. Do not attempt to go into a detailed exploration at this time. This phase requires only preliminary data. More in-depth studies will be required if you decide to continue your investigation. The compiling of information is an on-going activity to be done according to the steps suggested in the following pages. The areas in which pre-

liminary information should be gathered include: (a) finances, (b) facilities, (c) enrollment and (d) the commitment and support from various groups.

Assign the activities listed below to members of the feasibility study committee:

Activity 1: Develop a Profile Sheet on your congregation. A sample Profile Sheet is provided on page 56. Do not make a big "production" of data gathering at this time.

Activity 2: On an enlarged map of your area, plot the location of the following institutions:

- your congregation
- other Lutheran churches
- public schools
- Lutheran or other private schools (include all church-sponsored and independent schools)

Activity 3: To assess potential interest in a school, do the following:

- On a scale from one (low) to five (high) estimate the support of your pastor for a school.
- On the scale of one to five, determine the support of your congregation's other called workers for a school.
- On the scale of one to five, go through the directory of congregation members and estimate the interest of every family with school-age children.
- On the scale of one to five, use a second copy of the congregation directory to estimate the support of an elementary school from all other congregation members.
- Total the number of people in each category.

Activity 4: Using the Congregation Profile Sheet with the number of available children in each age category, estimate the number that you feel might attend a Lutheran elementary school.

Activity 5: Secure initial data for: (a) public school enrollment trends, (b) non-public school enrollment trends, (c) availability of non-Lutheran students for a Lutheran school, and (d) community growth, mobility, and socio-economic trends. Contact the public school superintendent for his help.

Activity 6: Evaluate your congregation's facilities and describe its potential as a school site. Also, without making public inquiry, list other sites where a school could be suitably located.

Activity 7: Identify sources of possible financial support from: (a) congregational resources as determined on the Profile Sheets (see page 56), (b) the estimated per-pupil tuition or fee limit, and (c) other sources of revenue.

Activity 8: Secure a complete set of the available documents from the Planning for Lutheran Elementary Schools series. See the last page of this document for a listing.

Activity 9: Identify the feelings which committee members have heard expressed by Lutherans and non-Lutherans regarding public and

Lutheran schools. Assess the community's attitudes towards public and existing non-public schools.

Activity 10: Consolidate and evaluate the data collected and-share the findings with members of the feasibility study committee and other interested parties.

STEP FOUR - INVITE PROFESSIONAL HELP

Key resource people should be informed of your desire to explore a Lutheran school. They can be of valuable assistance. A feasibility study committee which is sincere about its tasks cannot afford to by-pass the help available from the following sources:

SYNOD'S RESOURCES

Most synod offices have staff members trained to assist a congregation as it studies the possibilities of a school. Synod leaders are often available to serve as speakers for promotional gatherings. They can also help identify other people who can offer assistance.

Most synods also have district or regional offices with boards or committees, and often have full time staff people who can give direction and help. Invite people from your district or regional office to lend support to your study activities.

AREA LUTHERAN EDUCATORS

In all likelihood Lutheran schools or pre-school programs are operating in your community or district. In the event there are none, you may wish to seek information from Catholic or other denomination schools. The administrators of these schools can provide valuable help to you as a result of their experiences. Invite one or several Lutheran school administrators to help you plan and gather data. Their experience and expertise can help your study committee accomplish its assignment without wasted time and motion. Depending on your location, check to see if there are directors of Christian education, staff from college campuses, public school administrators or others with experience and training who will be an asset to your committee. Committee members assigned to prepare a budget for the exploration activities should consider providing transportation costs and honorariums for those invited to serve the committee. Experience shows that the use of outside resource persons saves time and money, and avoids many pitfalls in the early phases in school planning.

STEP FIVE - INFORM AND SEEK RESPONSE FROM CONSTITUENTS

Throughout the study it will be necessary to repeatedly communicate your committee's purpose and plan. Keep congregation members informed regarding your purpose and all committee activities. At all times interpret positively all questions and comments, even those which may sound negative.

Listed below is a sequence of activities designed to involve committee members and the congregation in the decision-making process:

Activity 1: Arrange to visit existing Lutheran pre-school or elementary programs to become better acquainted with how Lutheran schools operate and how they are managed and funded. As you visit, identify people who may be called upon to meet with groups in your congregation.

Activity 2: Prepare a list of topics for discussion with individuals and groups within your congregation. These topics should include:

- The role and purpose of a school in your congregation.
- Attitudes of congregation members toward present educational alternatives.
- Attitude of parents toward a Lutheran school.
- Potential facilities for a school program.
- Ways in which a Lutheran school could be funded.

Activity 3: Using the above topics, select feasibility study committee members to meet with boards, committees, and auxiliaries in your congregation. As you meet with them, present a clear description and plan of your committee activities and the proposed school program. Seek their response to the above topics and maintain a record of each meeting.

Activity 4: Prepare a letter for mailing to all parents and congregation members in which you present the purpose and plan of your study and invite members to an open meeting.

Activity 5: Conduct the open meeting using the suggested Agenda for Congregational Exploration Meeting on page 59 at the end of this document. Consider inviting a person from a local Lutheran school or a synod education office to share encouragement and information. Be prepared to make a written summary at the conclusion of the meeting.

Activity 6: At the conclusion of the meeting, distribute the Initial Interest Survey Questionnaire, a sample of which is contained on page 57 of this document.

STEP SIX - MAKE GO OR NO-GO DECISIONS

The feasibility study committee should now move to the point of evaluating its research and making recommendations. The following steps will help make a Go or No-Go decision:

Activity 1: Tabulate the responses on the Initial Interest Survey Questionnaire which was completed at the open meeting.

Activity 2: Record and evaluate data regarding enrollment potential, funding potential, site potential and attitude.

Activity 3: Ask committee members to indicate their responses to the Go or No-Go Checklist which is provided on page 60. Tabulate and report the responses to all members of the feasibility study committee.

- a. A preponderance of "yes" answers on the checklist would indicate a definite readiness to proceed into Phase II: Surveying the Needs and Resources for a School (see the Planning Chart).

- b. Some "not certain" answers can be expected at this point. Many "not certain" answers may call for discontinuing the study at this time, or attempting to secure more information.
- c. Mostly "no" answers would suggest the possibility that the feasibility study be discontinued for the time being.

Activity 4: On the basis of responses to the Checklist, the committee should resolve to do one of the following:

- (a) Proceed with the Survey Phase. (b) Continue the Exploration Phase to gather more information.
- (c) Discontinue the feasibility study and make other recommendations regarding how the congregation will provide Christian education for its young people.
- (d) Include other congregations in the study at this time.

Step Seven suggests ways of dealing with each of these alternatives.

STEP SEVEN - DETERMINE NEXT STEPS

Regardless of which decision the committee has made, it should prepare a report and recommendations for the congregation and seek official support of the recommendations. The report and decision should be publicized so that all who were involved in the survey are informed of the recommendations.

Activity 1: If your recommendation is to proceed with the Survey Phase, request congregational authority to proceed with organization of a board and sub-committees in accordance with Part Two of this manual.

Activity 2: If your recommendation is to continue the Exploration Phase and to gather more information, report steps by which you plan to continue and deadlines by which the study will be completed.

Activity 3: If the recommendation is to discontinue the study at this time, prepare recommendations supported by your study information with respect to other improved ways in which Christian education can be provided for your young people. This does not preclude the possibility of re-opening the study again at a later date.

Activity 4: If your recommendation urges the involvement of other congregations, report these recommendations to a decision-making group in your congregation with the suggestion that your committee be authorized to contact synod or district officers to solicit their involvement in a cooperative study. See Part Four - Interparish Schools.

PART TWO - ORGANIZATION OF BOARD AND SUBCOMMITTEES

INTRODUCTION

Your congregation has completed the Exploration Phase of a feasibility study for a Lutheran school. On the basis of this initial study, your congregation resolved that the Survey Phase of the study be conducted. There are several ways in which the congregation can carry out this continued study. The following options are available:

1. Your congregation's current education board or committee can assume responsibility for the task and augment itself with additional personnel to serve on subcommittees.
2. Appoint a special study group, responsible to the Board of Education, which will be asked to perform all of the assignments outlined in this document. Some board members should be part of this study group.
3. Establish a new board with members who are interested and able to continue the feasibility study. The board should be organized in a manner consistent with the suggestions in document E03 - Board of Education Handbook. A board of education, organized in this manner, should be capable of serving in future years if the congregation decides to start a new school.

In helping to determine which of the above options to select, review the materials in Part Two which describes the role and responsibilities that need to be performed during the Survey and Planning Phases.

The board or study group has responsibility for gathering information and making recommendations which will affect the lives of young people and which will require commitment of parents and the congregation. Your board has responsibility for determining if there is sufficient study potential, financial strength and commitment to the establishment and maintenance of a school program. The board must also insure that planning and decision making are done in a responsible manner and that resulting decisions represent the will and commitment of your congregation.

The primary tasks of the board include the following:

- gather data regarding the number of students, financial strength, and will and commitment of the congregation
- involve members of the congregation in the study and decision making
- make realistic assessments of all available data
- present information and recommendations in a systematic way so that the congregation can make responsible decisions

- make Go or No-Go recommendations to the congregation at the conclusion of Phase II and seek a commitment from the congregation
- provide responsible and courageous leadership
- at all times commit the committee's work to God in prayer seeking the Spirit's guidance and the Father's blessing.

This booklet contains a job description for the board and four subcommittees, sequential lists of major activities, suggestions of whom to involve, suggested communication procedures, sources of information, and references to other materials which are available. Although this booklet is intended to be very comprehensive, it is not possible to answer all questions in a single document. Many additional materials are available through the synod education office.

The guidelines provided in this booklet were developed from the experience of numerous communities which have undertaken the planning of a Lutheran school. These recommendations result from successful experiences as well as from failures in other communities. The guidelines will help you avoid many of the mistakes which have been made elsewhere and will insure an orderly process of decision making.

A. ORGANIZING THE BOARD (or Study Group)

Several options of board organization were presented in the preceding paragraphs. The following lists factors to be considered as you select one of the options. This booklet will refer to the study group as the Board of Education. If you select other options, the guidelines presented in this booklet will serve equally well.

Prior to selecting one of the options of organization, compile a list of all Christian education activities in your congregation and consider the following questions:

- Is your present board large enough to carry out the study assignments and, if a school is started, to supervise its operation?
- Do present board members have adequate interest and experience for conducting this study?
- Should all agencies of Christian education in your congregation be under the responsibility of a single board?
- Are there members of the congregation who, because of interest and experience, should be involved in this assignment?
- Does the present board have adequate representation to include a variety of views of congregation members?
- Does the present board have persons on it with strong leadership qualities who are capable of administering the assignments in the study and giving leadership to the congregation?

At an early point the congregation, or its elected leaders, should determine whether to enlarge the present board, select a new board or appoint a special study committee.

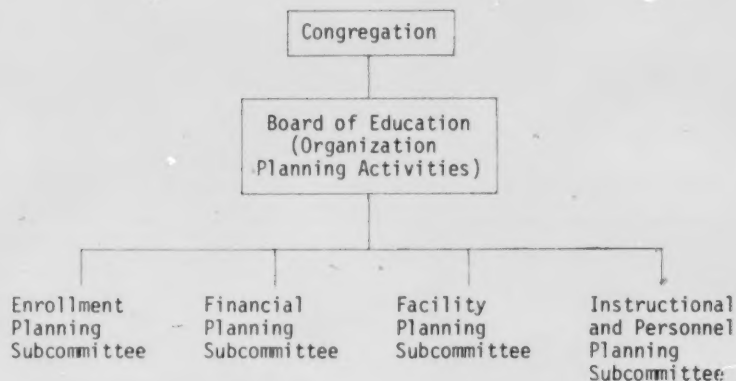
B. STRUCTURE OF THE BOARD

Study the content of this entire document before selecting officers or appointing subcommittees. This document provides guidelines for establishing subcommittees and selecting personnel which will insure that qualified individuals are selected for each task and that tasks are understood prior to the establishment of subcommittees. Special study should be made of the Planning Chart (centerfold) which outlines the phases of the study and the major activities for each phase.

Membership of the board should be from five to nine people, either elected or appointed by the congregation. It is suggested that the board elect its own officers and appoint four subcommittees to carry out individual assignments in the study.

The organization chart which follows is recommended for the board during the period of the study. While the organization structure is recommended, it is not to upset the structure of the congregation. The only purpose is to insure that all of the functions are accomplished.

Organization Chart



C. INITIAL ACTIVITIES OF THE BOARD

1. Select board officers: President, Vice President, Secretary, and Financial Officer.
2. Select chairmen for the four subcommittees. These chairmen should be selected from the membership of the board, if possible.
3. Select and appoint persons from the congregation to subcommittees. Individuals should be hand-picked based on their commitment and the specific skills which they can bring to the assignment.

D. TARGET DATES AND SCHEDULES

1. Establish a realistic and yet optimistic target date for starting the potential school. This date will become the point of reference for all other planning activities.
2. Establish target dates for completing Phase II-Surveying and Phase III-Planning. These target dates should be based on tentative schedules provided by each subcommittee, the overall needs and wishes of the congregation, and the target date set for opening the school.
3. Convene subcommittees, review assignments, and set a schedule for further meetings of each subcommittee. After reviewing its job description and the Planning Chart, each subcommittee should develop a tentative time schedule for the accomplishment of its assignments under Phase II-Surveying. This timetable should be compatible with the overall target date. Each item in the subcommittees' job descriptions should be assigned a completion date.

E. OFFICERS OF THE BOARD

The selection of officers should not be a popularity contest. Individuals should be selected who are committed to the careful investigation of the proposed school and who are also committed to Christian education and its potential in the congregation. These individuals must be prepared to spend substantial amounts of time during Phase II and Phase III of the study.

Officers should possess many of the characteristics listed below:

1. Chairman:
 - a. should have adequate time available to accomplish the numerous tasks
 - b. should be a sensitive pace-setter
 - c. should be able to motivate people
 - d. should be a positive person with interest in investigating the potential of a Lutheran school
 - e. should have stature in the congregation
 - f. should be able to enlist the goodwill of individuals in the congregation
 - g. should have credibility with the pastor and congregational members
 - h. should have organizational skills.
2. Vice Chairman:
 - a. should be capable of serving in the absence of the chairman
 - b. should be capable of assuming numerous special assignments as directed by the chairman
 - c. should represent the chairman when called upon to do so.
3. Secretary:
 - a. should be capable of preparing minutes for all meetings
 - b. should be able to coordinate the minutes of subcommittee meetings
 - c. should be capable of handling all correspondence for the board
 - d. should have access to duplicating equipment
 - e. should be capable of maintaining a complete set of files for all information compiled during Phases II and III.

4. Financial Officer: (Normally school accounts are managed by the congregation treasurer. The Board of Education should be responsible for controlling designated accounts, planning budgets, and maintaining fiscal responsibility and accountability.)
 - a. should be experienced in bookkeeping
 - b. should be competent in fiscal matters
 - c. should be a member of the Financial Planning Subcommittee or its chairman
 - d. should participate in the identification of costs of the study.

F. STRUCTURE OF SUBCOMMITTEES

Subcommittees should have two or three committee members. It will probably be necessary to identify additional members for subcommittees from outside of the board. Members should have an interest in the activities of their subcommittee and should possess the skills needed for tasks to be undertaken by their group.

Detailed information describing organization and guidelines for each subcommittee is contained in Part Three - Board and Subcommittee Assignments.



PART THREE - BOARD AND SUBCOMMITTEE ASSIGNMENTS

INTRODUCTION

Part Three describes the role and activities of the Board of Education (or Study Committee) and its subcommittees during Phase II-Surveying and Phase III-Planning for a new Lutheran school.

This section outlines the steps to be taken in determining the feasibility of starting a new school. The board's activities will result in recommendations to the congregation which will decide to open or not open a new school.

On the Planning Chart the steps involve studying and opening a new school are described in four phases:

- PHASE I: Exploring the School Idea
- PHASE II: Surveying the Needs and Resources for a School
- PHASE III: Planning and Implementing the Initial School Year
- PHASE IV: Operating the School

Part Three of this booklet provides job descriptions and assignments for the Board of Education and subcommittees for Phases II and III, and Part IV.

BOARD OF EDUCATION ONGOING ACTIVITIES

The entire board has specific responsibility for activities related to organization planning; the board must also provide for the ongoing tasks of accountability, communication, involvement of the pastor, record keeping, and a scheduling of meetings.

Activity 1: Establish Procedures for Accountability

The board is accountable to the congregation directly, or to a structure designated by the congregation. The board is not the ultimate decision-making group, but has responsibility for making recommendations. If the board has gathered data responsibly, it can be assured that its recommendations will significantly influence the final decision of the congregation.

Activity 2: Establish a System of Communications

Throughout the study the board will want to regularly communicate progress: Special newsletters should be sent to key people, congregation members, and particularly to prospective students and parents. Bulletin inserts and announcements should be prepared. It is important that board members communicate personally with key people. The board should assign someone to communicate progress of the project.

If the communication program has been comprehensive and honest, congregation members can make intelligent decisions about the future school program.

Activity 3: Plan for Pastor Involvement

The board should help the pastor view himself as an integral member of the study group. As the pastor works with the group, he will gain new insights and understandings into his own congregation and into Lutheran schools. He will be an important spokesman for the board as he interprets its work and findings to the congregation and the community. The congregation will look particularly to the pastor for articulation of the purpose for a Lutheran school.

Activity 4: Provide for Record Keeping

The board and its subcommittees should prepare minutes and reports which are to be coordinated, distributed, and filed by the secretary. Records of the secretary provide an excellent source of information for communications to the congregation and media.

A good record-keeping system will insure that information compiled during each phase of the study is available for analysis and use in later phases. Some of the information gathered in these early phases may be needed two or three years later. A responsible record-keeping system should be established at an early date. Records should be turned over to the first school administrator.

The following information is to be included in the filing system: financial records of the Board of Education, lists of contributors, address lists, enrollment data, questionnaires, minutes of meetings, correspondence, contracts and legal documents, congregational data, etc.

Activity 5: Schedule Meetings

The board will meet at least monthly and establish a schedule of meetings. Special meetings can be called as needed.

Each subcommittee will establish a meeting schedule which assures completion of its specific assignments on schedule.

Congregational meetings are to be convened at the completion of Phase II when a Go or No-Go decision is to be made and at least every three months for a progress report on the study. Meeting dates will be set well in advance and publicized. Goodwill and support of the congregation depends on adequate information, courageous leadership, and congregational involvement in decision making.



A. BOARD RESPONSIBILITY FOR ORGANIZATION PLANNING

1. Primary tasks of the board during the Survey and Planning phases:

- Prepare statement of purpose.
- Seek professional assistance.
- Supervise and coordinate subcommittee reports.
- Study congregation's constitution and propose revisions, if needed.
- Review and approve initial policies for the school.
- Prepare reports and recommendations to the congregation and final Go or No-Go recommendations at the conclusion of Phase II.
- Prepare job descriptions and compensation plan for the school administrator.
- Call the first administrator.

Throughout the study the board has responsibility for supervising the work of subcommittees, hearing subcommittee reports, and giving direction to their work. In addition, the board as a whole has responsibility for assignments and activities dealing with organization planning as outlined in Column A on the Planning Chart.

2. Activities for Organization Planning

The following lists the assignments and activities of Organization Planning to be carried out by the board as a whole. The activities are listed under Phase II-Surveying, Phase III-Planning and Phase IV-Operating.

PHASE II: SURVEYING THE NEEDS AND RESOURCES FOR A SCHOOL

Activity 1: Review the preliminary statement of purpose prepared by the exploration committee during Phase I of this study. Solicit suggestions and revisions from board members and request that one member prepare a revised statement. Prepare as many revisions as necessary until there is unanimous approval of the statement by the Board of Education.

Present your proposed statement of purpose to groups and individuals in the congregation soliciting their reaction and helping them discover the purpose and advantages of a school.

Activity 2: Examine the congregation's constitution to determine if any changes or additions need to be made in the statement of purpose, organization structure, funding or staffing. It may be advisable to study constitutions of congregations with schools. Review the model constitution in this booklet, Part Four - Interparish Schools, to determine if parts of it are appropriate for inclusion in your congregation's constitution. As a result of this activity, develop a list of suggested modifications, if any, for your congregation.

Activity 3: Inform district or synod educational leaders of your plans to conduct the feasibility study with the prospect of opening a school. Request their assistance and participation.

- Activity 4: Order a sufficient quantity of documents from the PLANNING FOR LUTHERAN ELEMENTARY SCHOOLS series for all members of the study group.
- Activity 5: Report to local newspapers and others your intent to conduct a feasibility study for a Lutheran school.
- Activity 6: Consider requesting help from an experienced Lutheran school administrator from your geographic area.
- Activity 7: Begin development of a policy manual. Assemble board resolutions which may be ratified at a later date as official policy.
- a. Utilize a three-ring binder for accumulating materials.
 - b. Request the secretary to provide from the minutes a copy of board decisions that establish policy.
 - c. Request all board members to review documents E03-Board of Education Handbook, and E06-Legal Requirements.
 - d. Identify policies from these handbooks that are appropriate for your use, should your school be established.
- Activity 8: Throughout all phases of the study, the board is responsible for receiving reports of subcommittees, evaluating these reports and bringing to the congregation the progress of the feasibility study along with the board's interpretations and recommendations. If the recommended procedures are followed, the congregation will be ready to vote intelligently on the final recommendations of the board with respect to establishing a school.

The Go or No-Go Checklist provided in the last section of this document will help your board determine whether it will recommend establishment of a school or suggest that some other course of action be followed.

If, on the basis of the Go or No-Go Checklist, the board determines to recommend establishment of a school, the board should schedule a meeting of the congregation which is well-publicized to insure that the total membership has an opportunity to respond. When presenting the recommendation to establish a school, all subcommittees should be prepared to report their findings. These reports should give a complete understanding of how the school will be established and maintained, and should answer questions that members bring to the voters' assembly. Specific answers that must be provided in the presentations cover the areas of policy, enrollment, finance, facilities, staff, etc.

The more thoroughly the board prepares its reports and recommendations, the greater confidence the congregation members will have in recommendations of the board. This will give the congregation assurance that should a school be established, the board is capable of responsible administration.

PHASE III: PLANNING AND IMPLEMENTING THE INITIAL SCHOOL YEAR

- Activity 9: Prepare a final draft of the statement of purpose for the voters' assembly for approval and for the official records of the congregation.

Activity 10: Announce the congregation's decision to open a school to the media and to congregation members.

Activity 11: Prepare a draft of recommended changes to the constitution, if they are needed, working in cooperation with church officers. Present suggested revisions to the voters' assembly of the congregation.

Activity 12: Continue to develop and finalize policies relative to the proposed school:

- a. Review and revise selected policies so that they will be appropriate for your school.
- b. Present recommended policies to the Board of Education for ratification.
- c. Present the proposed policies to the voters' assembly for approval.

Activity 13: Determine when the first staff member should be engaged. Review the materials developed during the previous phase of this study with respect to expectations of the first staff member. On the basis of these notes and the insights gained from document E04-Personnel Handbook, prepare a job description for your first teacher(s).

When your congregation has approved the establishment of a school, seek authority to call or engage your first staff person. The Personnel Handbook presents guidelines for calling or engaging staff members. In accordance with the suggestions in the Personnel Handbook, contact your synod or district leaders for help in developing a list of prospective candidates. District or synod leaders will also provide suggestions with respect to procedures for calling or engaging teachers. When the job description is approved, proceed to engage the individual according to procedures provided by your congregation.

As the above procedure is followed, review the recommendations of subcommittees as to teaching assignments, administrative assignments, compensation and related benefits. It is important at the outset that the congregation has clear expectations of staff members and that staff members have a clear understanding of congregation expectations and commitments.

PHASE IV: OPERATING THE SCHOOL

Activity 14: Assure that the statement of purpose is used in the publication of handbooks, policy manuals, and serves as a basis for public relations and communication.

Activity 15: Implement any changes that may be called for as a result of revising the congregation's constitution.

Activity 16: Provide for an on-going communication and public relations program.

Activity 17: Establish a procedure whereby policies are incorporated in handbooks and other appropriate places, and provide for revisions and additions to policy manuals.

B. SUBCOMMITTEE FOR ENROLLMENT PLANNING

The following paragraphs state the purpose and objectives of this subcommittee, its primary tasks, and list activities for accomplishment of the tasks.

1. Purpose and Objectives of the Enrollment Planning Subcommittee

The primary purposes of this subcommittee include the development of an enrollment projection, communicating the Lutheran school story, recruitment and registration of students.

2. Primary Tasks

- a. Develop an enrollment philosophy and policy.
- b. Assess the potential number of students who are available for school enrollment.
- c. Assess the need for transportation and its availability.
- d. Plan and execute a comprehensive recruitment effort including preparation of communications and registration materials directed to all potential students and/or parents, particularly Lutherans. Follow up with a response questionnaire.
- e. Survey all parents, seeking an initial expression of interest in enrollment of their children.
- f. Assess the number of students who may realistically attend during the first, second and subsequent years. Develop a first year enrollment projection. Communicate the projection and its rationale to the other subcommittees and to the board.
- g. Develop a five year enrollment projection.
- h. Conduct a communications program for potential students. Through a series of meetings and presentations, communicate the facts about the potential Lutheran school.
- i. Register students.

3. Membership on the Subcommittee

The subcommittee should have two or three members. Individuals assigned to this subcommittee must be capable of gathering information and making realistic assessments. They must also be able to sense accurately the attitude of parents of prospective students. It would be helpful if some committee members were graduates of Lutheran schools or had experience with them because they would be able to tell the Lutheran school story. It would also be helpful to have a Lutheran elementary school teacher or some other professional resource. Also seek individuals who are capable of writing and can assist in developing communications and recruitment materials.

4. Activities of the Enrollment Planning Subcommittee

PHASE II: SURVEYING THE NEEDS AND RESOURCES FOR A SCHOOL

Activity 1: Secure and study resource materials listed below.

- a. Why The Lutheran School (E01)
- b. Recruitment/Public Relations/Transportation Handbook (E05)
- c. Legal Requirements (E06)
- d. The Role of Elementary School in Changing Communities (E11)
- e. Parents as Partners (E12)

These resources are designed to help your subcommittee complete the assignments which are listed below.

Activity 2: Determine next steps for working with parents who have expressed an initial interest in the school. Lead them to a commitment and registration of their children, obtain their input in planning the school facilities and program, and enlist their help in recruiting others.

Activity 3: Review all enrollment data compiled during the initial exploration phase of the study. Continue the planning of the initial group toward development of an accurate enrollment projection and recruitment of students for the first year. Refer to the task of this initial planning group on pages 3 and 4 of this document.

Activity 4: Plan a recruitment program directed particularly to your congregation members who, as of yet, have not indicated their commitment to the school. Specific recruitment activities are outlined in document E05-Recruitment/Public Relations/Transportation Handbook.

All of what you do is very basic to the recruiting program. You must be positive and speak accurately about what the school can do for students. Avoid making promises about the school which cannot be filled in the first year or subsequent years. You must also emphasize the Christian objectives and program of the school so that parents know that the school is to have a distinctively Christian curriculum and atmosphere. Be sure that records are maintained which reflect accurately those who are enrolled and the potential students for the school.

Activity 5: At an appropriate time, set an enrollment goal and make reports to indicate progress made toward the goal.

Activity 6: Work towards the establishment of initial enrollment policies appropriate for your school. Stress particularly those policies which will help answer initial questions of prospective students and parents. Key policy areas include enrollment, legal requirements, and transportation. (See documents E05 and E06.)

- a. Your first important step is to determine the priorities of enrollment for your school. Your congregation may seek to serve primarily Lutheran students, students from the community or both. Enrollment policies must seek to answer questions concerning the priority of recruitment activities. Be sure that the enrollment policy is responsive to the needs and objectives of your community as covered in the statement of purpose for your school.

Discuss which grade or grades will be offered during the first year, second year, and subsequent years. Will the school open for preschool, kindergarten, first grade, or other options? A decision on this matter is needed at an early date. Also, develop a statement which project the long-range plans for your school in this area.

- b. At an early stage, obtain all available information about transportation for students. Review the availability of public transportation and existing bus routes for elementary schools. Availability of adequate transportation will be a key issue for parents as they consider enrollment. Document E05-Recruitment/Public Relations/Transportation is designed to assist in developing your transportation plan.

- c. Review document E06-Legal Requirements, and identify those policies which need to be provided for your school at the outset. It is important that these policies be included in the literature which promotes your school program.

Bring recommendations regarding the above policies to the Board of Education for adoption and for final approval by the congregation.

Activity 7: At an early point, develop an enrollment projection for the first year. Revise this projection on a regular basis to reflect recruitment efforts and to help establish recruitment goals for the school. Use the program provided in document E05 to solicit and compile information in developing a realistic first-year projection. In projecting enrollment, avoid being too optimistic or too pessimistic, because this could be fatal to the project. The financial planning subcommittee is especially dependent on your enrollment projections to help them estimate the first-year operating budget.

PHASE III: PLANNING AND IMPLEMENTING THE INITIAL SCHOOL YEAR

Activity 8: Not only should first-year enrollment be projected, but a responsible projection should be made for the next five years. This projection should be made on the basis of data and with confidence that an increasing percentage of available students will enroll in subsequent years if the school program has been well planned and carried out.

Activity 9: Communicate the school story.

- a. Maintain regular contact and communication with those parents and students who have indicated interest in first-year enrollment. The interest of these people must be maintained, and they can be utilized in recruiting others.
- b. Establish communication with prospective students and parents who have indicated interest, but still remain undecided. Through publicity and informational meetings, help them see the Lutheran school as their best possible choice.
- c. Develop and mail an informational brochure which contains fees, program offerings, schedule information, registration dates and procedures, sports, etc. All brochures should include a prospective student response form.
- d. Provide well-planned informational meetings for prospective students and their parents.

Activity 10: Develop a registration procedure for all newly enrolled students. Early registration of students is important for the sake of promotion of the school. Plan activities for involvement of new students and parents to help confirm their decision and to solicit their goodwill and support.

C. SUBCOMMITTEE FOR FINANCIAL PLANNING

The following paragraphs state the purpose and objectives of this subcommittee, its primary tasks, and list activities for accomplishment of the tasks.

1. Purpose and Objectives of the Financial Planning Subcommittee

The primary purpose of the subcommittee include securing and interpreting financial data, preparing budgets, and developing a funding plan.

2. Primary Tasks

- a. Study how other Lutheran schools are funded and, on the basis of this study, make an initial assessment of how a Lutheran school could be funded in your congregation.
- b. Secure and analyze financial data from your congregation to determine the potential support for a Lutheran school.
- c. Assess the potential for financial support from families with school age children and revenue from other sources.
- d. Determine costs and obtain budget projections from other subcommittees to determine a first-year operating budget and cost for subsequent years.
- e. Draft a preliminary first-year operating and capital expenditures budget for the total operation.
- f. Develop a comprehensive cash-flow projection along with plans to cover capital needs, exploration costs, and first-year operating costs. The cash-flow projection will indicate when money is needed to pay for expenses.
- g. Determine fees and/or tuition rates so that they can be communicated at an early date to prospective students and parents.
- h. Establish a bookkeeping and accounting system which provides efficient procedures for recording and reporting all income and expenditures.

3. Membership on the Subcommittee

The subcommittee should have two or three members. Membership should include an educator who is familiar with the cost of Lutheran schools and how they are funded; also include an individual who knows the financial situation in the local congregation and can prepare financial projections and cash-flow statements. Committee members should be competent in money management and fiscal affairs.

4. Activities of the Financial Planning Subcommittee

PHASE II: SURVEYING THE NEEDS AND RESOURCES FOR A SCHOOL

Activity 1: The materials for your subcommittee include:

- a. Financial Planning and Accounting Handbook (E08)
- b. Funding Elementary Schools (E09)
- c. Personnel Handbook (E04)

These resources are designed to help your subcommittee complete the assignments which are described below.

Activity 2: Review all data that was compiled during the initial exploration phase of this study.

Activity 3: Draft a preliminary expenditures budget. Each subcommittee should be asked to prepare a budget for the first year of school operation in their respective areas. The financial planning subcommittee is responsible for reviewing these materials and preparing a composite budget.

Use the chart of accounts for an elementary school and the budget forms provided in document E08. To insure that all cost items are included, the chart of accounts and descriptions in the appendix of E08 can guide your budget planning. This chart of accounts may differ from the accounting system being used in your congregation. Coordinate your activities with the congregation treasurer to insure that you avoid overlaps or gaps in the estimates of congregation and school expenses.

The following components must be considered when preparing the preliminary school budget:

- a. Obtain enrollment projections from the enrollment planning subcommittee for the first school year and subsequent years. Because most other cost estimates are tied to the enrollment projection, it is essential that the projection be as accurate and realistic as possible.
- b. Establish a tentative salary schedule for teachers, administrator, and non-teaching employees. Guidelines for salary schedules are included in the Personnel Handbook, document E04. Work in cooperation with the instruction planning subcommittee to develop cost estimates in this area.
- c. Working with the Facility Planning Subcommittee, determine the purchase or renovation costs for facilities and their annual cost of operation. If capital expenditures are required early in the program, it must be decided if these will be part of the school budget, or if they are to be financed in another way.
- d. Obtain cost projection for all items in the chart of accounts.

Activity 4: Using document E09-Funding Elementary Schools, determine the most likely way an elementary school can be funded by your congregation. Determine the amount of congregation support that can be expected from the congregation in the initial year. If tuition is viewed as a possibility, determine the portion of tuition and fees that may be paid by parents. List the other sources of income anticipated by the school.

Activity 5: Present a preliminary budget to the Board of Education for its presentation to the congregation. The budget should reflect responsible estimates so that a Go or No-Go decision can be made at the conclusion of Phase II.

PHASE III: PLANNING AND IMPLEMENTING THE INITIAL SCHOOL YEAR

Activity 6: Continue to revise and refine the budget as new information is obtained. Use the budget to continually reflect decisions and changes made by the board during the course of the entire planning activity. During early phases of the study, it will be impossible to establish firm budget figures. However, the budget should be revised as often as necessary so that the Board of Education and the congregation have an accurate assessment of the situation.

A Lutheran school should not be started in your congregation until there is substantial evidence that it can be funded in the first year and subsequent years. Your task is to help the board evaluate if a Lutheran school is financially possible, and under what circumstances. Don't underestimate the potential of financial support from parents if they are committed to a school.

Activity 7: Throughout the study, be prepared to report your findings to the congregation, interpret data, give encouragement, and give caution as needed. This subcommittee may have to help the congregation see its potential in the area of stewardship.

Activity 8: A good accounting system should be established at the outset of the program. A chart of accounts, reporting forms, and budgeting system are provided in the document E08-Financial Planning and Accounting Handbook. Your congregation is encouraged to use these recommended financial tools in their entirety because the format is comprehensive and it has been tested in other Lutheran congregations. The system should prove to be adequate to meet the needs of the school as it grows.

Activity 9: A good cash-flow projection will aid the school in establishing credibility with the congregation. Faulty cash-flow projections can result in cash shortages which may jeopardize the credibility of the new school.

The budget should be broken into a forecast of monthly expenditures. Funds needed prior to opening school and during the first year of operation should be reflected in this monthly format to determine when costs will be incurred and when cash will be needed. This estimate of monthly cash needs should be revised as the budget requires revision. Cash-flow should be sufficient to pay expenses and to generate a cash reserve for future months.

PHASE IV: OPERATING THE SCHOOL

Activity 10: Annually update budget and cash-flow projections. Insure that projections are accurate so that the congregation's financial planning can be done in a responsible manner.

Activity 11: Develop a comprehensive and realistic five-year projection. This involves projections of enrollment, expense and income. Guidelines for developing this projection are presented in document E08.

D. SUBCOMMITTEE FOR FACILITY PLANNING

The following paragraphs state the purpose and objectives of this subcommittee, its primary tasks, and list activities for accomplishment of the tasks.

1. Purpose and Objective of the Facility Planning Subcommittee

The purpose of this subcommittee is to determine where a school can be established and what provisions must be made to make the facility suitable for school use.

2. Primary Tasks

- a. Utilize educational specifications developed by the Instructional Planning Subcommittee for selecting potential school sites.
- b. Identify all possible sites and evaluate each.
- c. Identify the best possible site and make recommendations for renovation and equipment which will ready the site for school use.
- d. Develop a tentative cost estimate for each prospective site. Estimates should include costs of repairing and equipping the site and maintaining the facility in future years.
- e. As appropriate, the subcommittee should contemplate long range site and facility needs which will accommodate expected growth and expansion of the school.

Because of different needs in each community, your board may wish to make changes, additions or deletions to the preceding tasks. Be sure that you have a clear understanding of the purposes, and that additions or changes are identified at the outset of your assignment.

3. Membership of the Subcommittee

The subcommittee should have two or three members. Committee members should be aware of real estate activity in the community or have contact with someone who has real estate skills. Members should be aware of what is happening in the public education sector and possible availability of space in other schools in the community. One committee member should be an educator who understands school needs for space and equipment. One committee member should be familiar with construction and renovation possibilities and cost.

4. Activities of the Facility Planning Subcommittee

A new school does not require the best facilities and equipment at the outset. However, the board must demonstrate that it is serious about this endeavor and intends to provide a quality Lutheran school. Even the initial facility should be attractive, show concern for safety, allow for quality education, and provide a basis for developing goodwill for the school program.

PHASE II: SURVEYING THE NEEDS AND RESOURCES FOR A NEW SCHOOL

Activity 1: The principal document for your subcommittee is E12-Building and Equipment Planning.

- Activity 2: Review all data that was compiled during the initial exploration phase of this project.
- Activity 3: Work with the Instruction Planning Subcommittee as they develop educational specifications for the facility. Guidelines for developing educational specifications are included in document E12. These specifications become guidelines for the architect if new construction is contemplated, or for a committee with plans to remodel an existing facility. As much as possible, the educational program should affect the design of the facilities.
- Activity 4: Secure information from the Enrollment Planning Subcommittee as a basis for determining approximate space and facilities requirement in the initial year and subsequent years.
- Activity 5: Assess your congregation's present facility to determine if it has potential to serve as an initial site. Also, determine if it has potential as a long-term site.
- Activity 6: If it is not obvious that your congregation's facility should serve as the school site, identify other potential sites.
- Activity 7: Using the tentative list of educational specifications, determine which site can best serve as an initial school building. Also consider enrollment projections, transportation needs, initial construction costs and maintenance costs.
- Activity 8: Using the educational specifications, prepare a list of facility changes and modifications necessary to ready the site for school use. Develop a list of all needed equipment and coordinate your activities with the Instruction Planning Subcommittee. Develop cost estimates for facility modification and equipment.
- Activity 9: Present your findings to the board with cost estimates. The board will incorporate your findings, along with findings of other subcommittees into a report to the congregation so that they can make a Go or No-Go decision with respect to the proposed school.

Faulty cost estimates could jeopardize the entire project. In this regard, it is suggested that qualified individuals be utilized in making these estimates so that all necessary expenditures are included. Seeking ways to secure, renovate and equip a facility at the lowest possible cost will be one of your principal challenges.

PHASE III: PLANNING AND IMPLEMENTING THE INITIAL SCHOOL YEAR

- Activity 10: Secure bids for building, renovation and construction. Also secure bids for all equipment items. Determine the exact cost, description of the item or service, and completion dates for each. Provide a written copy of the cost estimate to the Financial Planning Committee.

Activity 11: Assume responsibility for construction activities, ordering, and installation of equipment.

Activity 12: Prepare recommendations for maintenance and custodial services during the initial year and subsequent years.

Activity 13: Provide the Financial Committee with an estimate of operating costs for the new school and ongoing maintenance of the facility.

Activity 14: Have the facilities ready for use well in advance of the opening date.



E. SUBCOMMITTEE FOR INSTRUCTION PLANNING

The following paragraphs state the purpose and objectives of this subcommittee, its primary tasks, and list activities for accomplishment of the tasks.

1. Purpose and Objectives of the Instruction Planning Subcommittee

The purposes of this subcommittee are to develop a preliminary curriculum and education program for the school, identify staff needs and candidates, and prepare related budget projections.

2. Primary Tasks

- a. Prepare a statement of the type of curriculum and program you want to develop for the school.
- b. Develop a description of curricular, extra-curricular and worship expectations for the school.
- c. Develop educational specifications for the school facility.
- d. Prepare a brochure for potential students describing the instructional program.
- e. Develop staffing policies, procedures and criteria of staff selection.
- f. Develop a first-year staffing plan for the school.
- g. Provide a preliminary cost estimate of needed instructional equipment and supplies.
- h. Secure a list of available candidates for teaching positions.

Because of variations which exist in each community, your board may wish to make changes, additions or deletions to the preceding tasks. Be sure that you have a clear understanding of your objectives at the outset of this assignment.

3. Membership of the Subcommittee

The subcommittee should have two or three members. These members could include the pastor, an elementary school educator, and a parent. Committee members must be capable of articulating the Christian dimension of the curriculum and be able to develop a quality educational program.

4. Activities of the Instruction Planning Subcommittee

PHASE II: SURVEYING THE NEEDS AND RESOURCES FOR THE SCHOOL

Activity 1: The materials for your subcommittee include:

- a. Curriculum Planning Guidelines (E07)
- b. Personnel Handbook (E04)
- c. Model Lutheran Schools (E13)

These resources are designed to help your subcommittee complete the assignments listed below.

- Activity 2: Review all materials prepared during the initial exploration phase of this study. Pay particular attention to the statement of purpose developed by the Board of Education for the elementary school.
- Activity 3: Visit other Lutheran schools and selected public schools to obtain materials and study their educational programs.
- Activity 4: Secure documents from the state office of education outlining minimum requirements of a school program. Study these documents to insure that the proposed school does not violate state law and that it meets all minimum requirements.
- Activity 5: Obtain and read existing literature in the field of education. Seek information which will aid in planning a comprehensive and sound program. Dare to establish a school which is distinctively different from the public school system.
- Activity 6: Secure input from parents through a questionnaire to determine the type of school desired for their children.
- Activity 7: Obtain from other Lutheran schools, district office or synod office sample course listings, scheduling approaches, extra-curricular activities, etc.
- Activity 8: Prepare a statement outlining the program and activities of the school for presentation to the congregation. Point out the distinctly Lutheran features of the school. List the values that such a school would have for your congregation.
- Activity 9: Throughout the course of the study, publish statements and brochures which describe the instructional program. Give the materials to the Enrollment Planning Subcommittee to be utilized in their public relations and recruitment efforts.
- Activity 10: Identify an instructional program which is economically feasible during the first several years of operation. Economic feasibility must be balanced by the need for a good curriculum which will be attractive to potential students.
- Activity 11: Draft a preliminary budget for the entire instructional program for submission to the Financial Planning Subcommittee. In order to prepare this budget you will need the following:
- a. Projected enrollment
 - b. Projected number of teaching staff
 - c. Projected number of para-professional or other auxiliary staff
 - d. Projected salary schedules
 - e. Projected need for instructional equipment, classroom supplies and other materials.

As your budget is modified at various planning stages, revisions should be submitted to the Financial Planning Subcommittee. Your initial budget along with those from other subcommittees will be presented to the congregation so that they can make a Go or No-Go decision at the end of Phase II.

PHASE III: PLANNING AND IMPLEMENTING THE INITIAL SCHOOL YEAR

Activity 12: Determine staffing policies and the procedure and criteria for staff selection which will establish a sound precedent for the future. The staffing criteria should be consistent with the philosophy and objectives of the school.

Activity 13: Secure a list of available teachers. Teachers must be qualified to teach their subject and must be in agreement with the school philosophy; their qualifications and philosophies will say much about the school and its program.

Activity 14: Develop a staffing projection for the first year based on input from the Enrollment Planning Subcommittee. As the enrollment subcommittee revises their projection, be prepared to revise your staff projection. Because staff salaries comprise a major portion of the school budget, this projection must be reasonably accurate in order to prepare a valid operating budget.

Activity 15: When your first staff member arrives, continue to work with him or her to make course selections, write descriptions and prepare outlines. When course selections have been made, set daily class schedules and prepare annual calendars.

Activity 16: Prepare a final list of all books, equipment and supplies needed with exact cost figures. Orders should be processed early to allow for delivery delays and to provide adequate set-up time. Careful planning will assure a good school opening experience, and establish credibility for the Board of Education and staff at the outset of the school program. Assign responsibility for placing orders, making reviews and taking inventory of all equipment and supplies.

Activity 17: Throughout the study, confer with public school officials for assistance in course selection, scheduling, use of public school facilities and services, and cooperative programs.



PLANNING CHART
FOR
LUTHERAN ELEMENTARY SCHOOLS

ORGANIZATION OF THE PLANNING CHART

The Planning Chart is to be used by congregation members in exploring the possibility of establishing a Lutheran elementary school. It provides an overview of all activities involved in opening a new school. The activities have been broken into the following four phases:

- PHASE I: EXPLORING THE SCHOOL IDEA
- PHASE II: SURVEYING THE NEEDS AND RESOURCES FOR A SCHOOL
- PHASE III: PLANNING AND IMPLEMENTING THE INITIAL SCHOOL YEAR
- PHASE IV: OPERATING THE SCHOOL

The activities in each phase have been subdivided into five assignments for the Board of Education and four subcommittees. The five assignments are:

- A. Organization Planning Activities (a responsibility of the Board of Education)
- B. Enrollment Planning Subcommittee
- C. Financial Planning Subcommittee
- D. Facility Planning Subcommittee
- E. Instruction and Personnel Planning Subcommittee

HOW TO USE THE PLANNING CHART

Copies of the Planning Chart should be available to all members of the Board of Education and subcommittees. It is suggested that the chart be used in the following ways:

1. Use it as a visual aid in initial planning meetings.
2. Use it as a blueprint describing the organization of tasks from beginning to end of the project. As modifications are made in the blueprint, record these changes on a master copy of the Planning Chart.
3. Post a master copy of the Planning Chart in an office or meeting room where committees meet.
4. Use the Planning Chart as a check list when activities are completed by the subcommittees. Also, use the master copy to record the target date for completion of each task and each phase.
5. Use the chart as a means of controlling subcommittee activity and insuring that they are working in coordination with each other.

PLAN FOR START

PHASE I: EXPLORING THE SCHOOL IDEA

- Step One: Convene an initial exploration group.
- Step Two: Clarify purpose/role that a Luth. school would play in your congregation.
- Step Three: Compile preliminary information.
- Step Four: Invite professional assistance from others to help in your investigation.

	A. ORGANIZATION PLANNING ACTIVITIES Resource Documents: E01, E02, E06, E13	B. ENROLLMENT PLANNING SUBCOMM. Resource Documents: E01, E02, E05, E10
PHASE II: SURVEYING THE NEEDS AND RESOURCES FOR A SCHOOL Conclusion Phase II: Investi- gation indicates it's feasible to open school & decision is made to start Planning Phase.	-Board approves Statement of Purpose -Examine congregational constitution -Inform District/Synod leaders -Begin development of policy manual -Present findings of subcomm. to congregation -Congr. make Go/No-Go decision	-Plan recruitment program for members -Seek firm commitment from parents -Set enrollment goal -Obtain transportation info. -Develop initial enrollment projection -Share information and recommendations with Board
PHASE III: PLANNING AND IMPLEMENTING INITIAL SCH. YR. Conclusion Phase III: Contracts are made, staff is hired and school is opened.	-Voters approve Statement of Purpose -Announce decision to open sch. -Continue development of policy manual -Engage first staff member NOTE: Planning for an inter-parish school will require additional inter-congregational organization planning activities.	-Develop 5-year enrollment projection -Prepare Student Handbook -Implement recruitment program -Dev. registration procedure -Refine enroll. projection -Plan a transportation program -Conduct orientation session
SCHOOL IS OPENED		
PHASE IV: OPERATING THE SCHOOL	-Schedule regular communications to congregation members -Provide in-service training for board members	-Formalize Student Handbook -Develop long-range recruitment strategy -Annually update 5-year enrollment projection

CHART NEW SCHOOL



Step Five: Inform/seek response from your constituents.

Step Six: Make Go/No-Go decision as to whether to continue study.

Step Seven: Develop plan for implementing your decision.

Step Eight: Prepare for Phase II by establishing four subcommittees.

C. FINANCIAL PLANNING SUBCOMM. Resource Documents: E02, E08, E09	D. FACILITY PLANNING SUBCOMM. Resource Documents: E02, E12	E. INSTRUCTION AND PERSONNEL PLANNING SUBCOMM. Resource Documents: E01-02-04-07-10-11-13
-Draft preliminary expenditures budget -Prepare an income plan -Present income & expense plan to Board	-Secure information from enrollment & instruction subcommittees -Assess congr. facilities -Identify other potential sites if needed -Prepare budget for needed facility changes -Present recommendations to Board	-Visit other schools -Obtain State Dept. documents -Questionnaire to parents -Obtain sample materials -Outline preliminary instructional program -Distribute info. about pgm. -Prepare preliminary instructional budget -Present recommendations to Board
-Revise budget as needed -Establish bookkeeping and reporting systems -Approve tuition and/or fees -Prepare cash flow projection -Secure financing for start-up costs	-Secure bids for renovation or construction -Supervise all construction activities -Plan for maintenance and custodial services -Develop plan for a permanent site	-Determine staffing policies and criteria -Develop staff projection -Secure list of available teachers -Finalize instructional program and budget -Order supplies
-Prepare and annually update 5-year financial projections	-Develop and maintain a 5-year capital improvements plan	-Develop Faculty Handbook -Develop curriculum review process -Develop in-service program

SUGGESTIONS FOR
AN
INTERPARISH SCHOOL STUDY

If the investigation of a new school will be conducted jointly by several congregations, it will be necessary to modify or add steps during Phase I: Exploring the School Idea, and also under Column A - Organization Planning Activities on the Planning Chart. Because most Lutheran schools are established by a single congregation, the activities on the Planning Chart describe a planning process for the single congregation.

However, investigation of an interparish school may be the best alternative for your community. Guidelines and materials to supplement the Planning Chart are presented in Document E02-Planning for Lutheran Elementary Schools - Part Four: Interparish Schools.

PART FOUR—INTERPARISH SCHOOLS

Interparish schools are often hopeful options for congregations without schools as well as congregations with schools who, for a variety of reasons, may find an interparish school a good choice for their future. It may be that your congregation has participated in a school study with a conclusion that it has interest in a school but is not ready or able, at this time, to proceed with its own school. On the other hand, it may be that your congregation has, from time to time, expressed interest in an interparish school and would like, at this time, to seriously explore the possibility. The following pages will identify options available to your congregation and steps that should be taken to identify choices which best meet your needs.

Before exploring the options, it is advisable to review steps taken in your congregation by earlier study committees (See Part One of this document.) If your congregation made no prior study with respect to a Lutheran school, it is suggested that the steps outlined in Part One be followed. These steps provide a means of assessing your congregation's attitude toward a Lutheran school, its financial strength and enrollment potential.

The following sections of this document assume that the investigation of an interparish school will be conducted by the Board of Education or a special study group appointed by the congregation for this purpose.

A. DESCRIPTIONS OF OPTIONS FOR INTERPARISH SCHOOLS

Many Lutheran congregations without schools have found a variety of ways to provide Lutheran elementary education for their children. Experience shows that congregations can work together cooperatively in providing Lutheran education when they possess commitment to full-time education and there is a readiness to give financial and moral support.

While a variety of arrangements are possible for cooperative sponsorship of a school, three basic organization patterns are described in this document. The following paragraphs present the options and suggest steps to help congregations select the one best suited to their needs.

1. Purchase of services from a neighboring Lutheran congregation.

The purchase of services is a relatively simple cooperative plan. A congregation with a school agrees to provide full-time education to children from another congregation. The two primary distinguishing characteristics of this plan are:

- a. The congregation with the school maintains full control, although it may invite non-voting participation from the other congregation.
- b. The requesting congregation is responsible for providing the cost of education for their children. This can be done in one of several ways:
 - congregation budget support
 - combination of congregation budget support with parent contributions or tuition payment
 - providing a teacher for one or several classrooms. The teacher would be responsible to the school principal, but may be asked to provide support services such as choir direction or Sunday school teaching to the congregation that called him.

2. Affiliation with an existing school.

Often a congregation or congregations without schools join with an existing school. The distinctive characteristics of an affiliation are as follows:

- a. The parent congregation on whose property the school is located retains ownership of the property and responsibility for property management and control. The school budget generally provides for payment of related facility costs to the parent congregation.
- b. The school is cooperatively managed and financed by the participating congregations. However, use of the school may be greater on the part of the congregation owning the school, in which case it may have more representation on the board and share a greater portion of the cost.

3. Association-Sponsored Interparish School

An interparish school is one in which two or more congregations join in maintaining a single school under a formal written constitution. A true interparish school has two principal features:

- a. Several congregations exercise joint control through a formal association structure.
- b. The congregations are jointly responsible for and committed to the school's financial support.

Knowing the needs of your congregation and the availability of existing Lutheran schools, it may be obvious which is the best option for your congregation. If more than one option appears to be a possibility, each should be explored. Keep in mind that congregations choosing to purchase elementary school services for their children may in future years decide to participate in an affiliation of schools, become part of an association, or even start their own school. To help test which option is best for your congregation, it is advisable to invite synod or district education leaders to help explore the choices with you.



B. EXPLORING THE POSSIBILITY OF WORKING WITH AN EXISTING SCHOOL

- Activity 1: Before making any approaches to neighboring congregations, the board should review all of the activities listed on pages 2 and 3 (Part One) of this document to determine if preliminary steps have been satisfactorily completed. If these steps have not been completed, the board should secure all of the data described in that section.
- Activity 2: Organize and compile the data gathered in earlier activities which provide information concerning congregation commitment, parent commitment, financial support, enrollment potential and other pertinent facts about your congregation's interest in a Lutheran elementary school. This information is essential as you begin to meet with other congregations.
- Activity 3: On the basis of information that the board has gathered, prepare preliminary estimates of the number of children available for enrollment and how you might fund the cost of their education in a Lutheran school. Keep in mind that a high level of enrollment from your congregation will occur only if a recruitment program is initiated at an early date.
- Activity 4: If more than one Lutheran school is located in your neighborhood, identify all schools which can potentially serve your children. It may be advantageous for your congregation to investigate a cooperative arrangement with more than one congregation.
- Obtain cost-per-pupil figures from these congregations so that your proposal for funding will be responsible and can be found acceptable by them.
- Activity 5: Meet with the pastor, president, principal or other school official of congregations which you have selected; give a brief report of your study, and request a meeting with their appropriate board.
- Engage in conversations with these schools to determine if the school fulfills your expectations for the education of your children.
- Activity 6: Prepare carefully for the meeting. Make a report regarding your study and your congregation's interest. State clearly your needs and your hope for a cooperative arrangement. It is important that you present your program positively, stressing not only your need, but also how your proposal may enhance the existing school. At a time when school enrollments are declining, congregations with schools may welcome your proposal.

You are encouraged to establish a committee with representatives from both congregations to explore ways in which full-time Christian education can be provided for your children. If at all possible, avoid bargaining situations. The following issues need to be reviewed by the joint committee:

- a. Will a purchase-of-services arrangement serve your purpose best or should an affiliation be proposed?

- b. Should other Lutheran congregations in the area be invited to join in the planning of an affiliation at this time?
- c. How much financial support will be provided by the congregation without a school? In what form will this support be provided?
- d. What arrangements will be made concerning the participation of students in music, athletics or other programs? What about transportation, participation in parents' organizations and other related matters?
- e. What is the most advantageous time schedule for implementing the proposed arrangement?
- f. How can the proposal be presented most effectively to the congregation members who must be asked to approve it?

Allow both congregations adequate time to review the committee's proposal.

Activity 7: On the basis of the meetings and data, both boards should prepare a proposal for congregation ratification. The proposal should include the financial commitment, recommendations regarding source of funds, and the time period covered by the proposed arrangement.

Activity 8: If the congregations adopt the plan, publicize the agreement to all congregation members, establish recruitment plans, provide transportation arrangements if needed, and provide for a liaison between the schools.

Activity 9: Review documents from the PLANNING FOR LUTHERAN ELEMENTARY SCHOOLS series and use those which help communicate the Lutheran school story to your members and help your congregation participate responsibly in the Lutheran school arrangement.



C. EXPLORING THE POSSIBILITY OF AN ASSOCIATION-SPONSORED SCHOOL

In recent years an increasing number of Lutheran congregations are giving attention to the possibility of a Lutheran school. This interest is demonstrated in geographic areas where numerous Lutheran schools exist as well as areas where Lutheran schools are relatively unknown. Many congregations have developed satisfactory arrangements for working cooperatively with others in the establishment of a school. While there are advantages for single parish schools, experience shows that schools owned and operated by several parishes can be very effective. Association schools can often provide more educational benefits than a single parish school because small schools have enrollment, financing and staffing limitations.

1. Organize congregation interest.

Activity 1: When congregation members express interest in a full-time school, they should convene to articulate that interest and report it to their Board of Education. The pastor should be included in initial discussions.

Activity 2: Congregation members interested in a school, along with the Board of Education, should review the following materials:

- a. Document E02, Part I - Exploring the School Idea
- b. Document E01, Why The Lutheran School
- c. Document E13, Model Lutheran Schools

A review of these documents will help congregation members articulate their thoughts and determine if sufficient interest exists to continue the study.

Activity 3: If sufficient interest is expressed, the congregation should organize to conduct a self-study following steps outlined in PART ONE of this document.

If interest is expressed in study of an association sponsored school, prepare to take the next step in which you invite district or synod participation in a study.

2. Invite district or synod participation.

No doubt there are many communities where several congregations have expressed interest in a Lutheran school, but they do not have sufficient experience to explore their interest alone. If one congregation initiates the study on its own, other congregations may be cautious about joining the study at a later date. For this reason it is suggested that synod or district leaders be invited to approach all Lutheran congregations in the geographic area, inviting them to participate in a study. Normally, the response of your district leader(s) will result in the following:

- a. He will advise you about possible interest that other Lutheran congregations in the area have in a full-time Lutheran school.
- b. He will extend an invitation to all congregations in the area indicating the interest in a school, and inviting each congregation to send several representatives to participate in a preliminary meeting to explore the Lutheran school idea.
- c. He, or a representative working on his behalf, will give leadership to this initial meeting, helping them to plan the next steps, seek approval of congregations to participate in the study, and plan the events of the study.

If the district or synod person is not available to help with this phase of the study, seek his help in identifying someone to work on his behalf in arranging this initial meeting.

The proposed procedure for conducting the feasibility study follows in the next section.

3. Conduct a cooperative feasibility study.

Activity 1: As congregations are invited to the initial meeting, they should be asked to have two to four members on the Interparish Study Committee. These committee members should have official encouragement from their congregations so that they can participate in an official capacity. Congregations should participate with the understanding that there are no obligations associated with early phases of the study.

It is important that congregations select representatives for this committee who know their congregation well and can articulate clearly the feelings of their members and facts about the congregation.

Activity 2: After the synod or district education leader has convened the first meeting, members of the Interparish Study Committee should elect a chairman, vice-chairman and a secretary. The vice-chairman should be responsible for communicating progress of the study to participating congregations.

Activity 3: The Interparish Study Committee should organize itself into four subcommittees. These subcommittees will focus their attention on enrollment, finances, facilities and instruction.

Parts Two and Three of this booklet outline all of the activities to be undertaken by a board of education and subcommittees for conducting a similar study.

In using Parts Two and Three, the Interparish Study Committee will do the assignments outline for the Board of Education. Minor modifications should be made in these assignments to reflect the involvement of several congregations in the study. The pages listed below outline assignments of the study committee and subcommittees:

- a. Interparish Study Committee (pages 14-16)
- b. Subcommittee for Enrollment Planning (pages 17-19)
- c. Subcommittee for Financial Planning (pages 20-22)
- d. Subcommittee for Facility Planning (pages 23-25)
- e. Subcommittee for Instruction Planning (pages 26-28)

Activity 4: As the Interparish Study Committee and subcommittees do their work, one of the important tasks will be to develop an organization and structure by which several congregations can participate in operating a school. The following paragraphs suggest a procedure for arriving at an organization plan and constitution which will serve well in establishing and maintaining a school.

A sample constitution for an interparish school is included at the end of Part Four. The Interparish Study Committee should take each article of the constitution and modify the statements to best reflect the will of the congregations and to establish a structure which will best serve the needs of their constituents. (A review of each article of the constitution will identify major items of concern such as board membership, role of the board, duties of officers, administration, funding, etc.) One of the important assignments in preparing the constitution is to determine how the Lutheran school can be funded. Read carefully document E09 for suggestions on funding an interparish school.

As the study progresses, the Interparish Study Committee should submit drafts of the constitution to participating congregations, seeking initial response and suggestions. The constitution should be revised until it is found acceptable by all participating organizations. When the study is completed and evidence suggests that an interparish school can be established, the constitution should be presented to congregations for ratification.

When the constitution is presented to congregations by the Interparish Study Committee, it should be accompanied with recommendations for implementing the school plan. The plan should call for election of the board, calling of the first staff member, making financial arrangements and setting a target date for opening of the new school.



D: CONSOLIDATION OF EXISTING SCHOOLS

Many congregations with schools find themselves in changing communities, both urban and rural, and face new problems and new opportunities. Document E10-Role of Elementary School in Changing Communities, outlines factors that should be considered by congregations in changing communities and describes various courses of action. Consolidation of existing schools is one of several alternatives which may be appropriate when faced with a changing community, declining enrollment or financial difficulties.

The following section identifies several reasons why existing schools may find it appropriate to consider consolidation:

1. Advantages of consolidation

- a. Curriculum. In a larger school, teacher talent, modern buildings and adequate equipment combine to provide a rich curriculum, especially in music, library, art, athletics, physical education, audio/visual and co-curricular activities.
- b. Improved services to individuals. A larger school can reduce the number of grades per teacher and enable the teacher to attend more adequately to the individual pupil's needs and parents' expectations.
- c. Transportation. An interparish school can achieve savings in time, mileage and cost by eliminating overlapping transportation routes and can extend the territory to be covered for children living further away.
- d. Enrollment. Declining enrollment resulting from a changing neighborhood or declining birthrates may make it advantageous to consolidate existing schools. Declining enrollments, unless caused by obvious inadequacies or inefficiencies, may be realistic signs of the times and can be dealt with in creative and constructive ways. It is desirable to deal with this topic from a position of strength rather than weakness, and exploration of possible consolidation at an early stage provides an opportunity to maintain a strong educational program.
- f. Interparish cooperation. An interparish school encourages cooperative services for students and their families.
- g. More effective administration. In many cases the bringing together of two or more schools allows for a full-time administrator who can function more ably in school promotion, supervision, improvement of instruction, and in-service training for teachers.

2. Administrative organization models

Congregations maintaining interparish schools often give the Board of Education the following broad powers: the board formulates policy; concerns itself with building requirements, financial matters, and communication; guards the interests of participating congregations; and expects the principal to operate the school.

The following are several administrative organization models which a community may find helpful as they investigate the possibility of an interparish school.

- a. School Association Model I (four congregations) The governing body is the school board. Each congregation elects or appoints four laymen and one pastor as delegates. These 20 individuals hold all voting rights and powers. Only in matters of budget adoption, building expansion, or property purchase or sale are the congregations requested to give approval through the voters' assembly action (one vote per congregation).
- b. School Association Model II (four congregations) Administration is by a school association and a school board. The association consists of five lay members and the pastor from each of the four congregations, a total of 24. The executive board consists of two lay members and the pastor from each congregation. The congregations elect their own association members and designate which of these are to serve as board members. The board meets bi-monthly, and the association semi-annually. The association approves the budget and acts in property matters. The board calls teachers on behalf of the congregations and reports personnel changes to the association.
- c. School Association Model III (three congregations) The association operates like Association II, except that it submits proposals for major expansion to the congregations for approval. Delegates representing 75 percent of the total membership of the three congregations must approve such proposals. The association (five lay members and the pastor of each congregation) meets three times a year as a plenary board.

3. Other Cooperative Models

In addition to the models listed above, several new examples of inter-parish cooperation have been started in recent years.

One of the most sophisticated cooperative endeavors is the "Fort Wayne Plan." Inherent in the plan is the intent to become a school system. The eleven elementary schools (which represent 18 congregations) in the city banded together to form the Lutheran Association for Elementary Education. A full-time superintendent is employed. Congregations financially support the Association on a per soul basis. While individual schools remain autonomous (calling their own teachers, preparing their own budgets, etc.), cooperative efforts exist in transportation and bus maintenance, unified curriculum, purchasing and sharing of materials, a full-time instrumental music director, a special education teacher, regular in-service teacher meetings, an annual teachers' retreat, joint public relations efforts, etc.

Another unique and interesting interparish model is the "LUTHERS Plan" founded in Milwaukee. Lutherans United to Help Expand Remedial Services (LUTHERS) was organized to expand the ministries of seven central-city schools to the families in their area by providing remedial reading and other experiences.

In a recent survey, information was requested about cooperative efforts not formally organized in an interparish arrangement. The predominant method of cooperation involved band and/or instrumental music instructors. Some cooperative efforts involved combining school groups, sharing band directors, and exchanging teachers. Sharing transportation costs and cooperating on bus routing were other methods of cooperation frequently mentioned. Other examples mentioned included a joint kindergarten effort; sharing of science, art and AV equipment; some joint purchasing; regular joint staff meetings held monthly (children dismissed early) for professional growth opportunities; cooperative testing; sports; graduation programs; provisions for special education; and Title I cooperation with Catholic and public schools. A variety of options are available when several congregations seek to find ways to serve more children, effect economy and provide improved services through the full-time school.

4. Planning for Consolidation

If interest is expressed in exploring possible consolidation of schools, the following activities should be taken in pursuing this possibility:

Activity 1: The administrators of existing schools should meet to determine what advantages exist for cooperative planning. Two general options should be considered:

- They can bring recommendations whereby existing schools can work cooperatively to provide better education or achieve better economy. The congregations involved would be asked to endorse the proposed plan for cooperative services. This would not involve a consolidation, but is a way of sharing resources and participating in areas that improve programs for existing schools in a geographic area.
- The other option is a consolidation of schools which deserves careful exploration. If consolidation appears to be a reasonable possibility, the following activities would be undertaken.

Activity 2: The school administrators and representatives of their boards should meet with district or synod leaders requesting help in conducting a study that may lead toward eventual consolidation.

Activity 3: District or synod leaders should contact congregations in the area requesting them to send representatives to participate in a study effort. When the study committee is convened, it should review existing programs and identify advantages and disadvantages that might result from consolidation.

Activity 4: If the committee feels that advantages of consolidation are significant, it should report its findings to the congregations. The committee should also prepare a written statement outlining its findings and seek official approval from congregations to pursue investigation of this alternative.

Activity 5: If congregation approval is given further study, the committee should prepare statements which identify the advantages of consolidation, plans whereby consolidation can occur, and propose a constitution which would establish a consolidated school program.

The sample constitution contained in the next section of this document can be used as a guideline for these discussions. Most major factors which need to be addressed by the study committee will be placed on the agenda as components of the constitution are discussed.

Activity 6: The study committee should present a proposed constitution, supporting rationale, and enrollment and financial statistics to justify its recommendations. A first draft of these materials should be presented to the congregations for response and tentative approval. Special consideration needs to be given to proposals regarding the use of existing facilities, assignments of existing staff, design of the educational program, transportation, and related services.

E. SAMPLE CONSTITUTION FOR AN INTERPARISH SCHOOL

1. GENERAL PURPOSES OF THE CONSTITUTION

Your Constitution will form the foundation upon which policies will be built in the months and years which lie ahead. In addition, the first section of the Constitution, the Articles of Incorporation, will allow your Association to carry on legal transactions. It is important that your Constitution be written carefully. The paragraphs which follow describe how to complete this task.

2. WRITING THE ARTICLES OF INCORPORATION

You will want to draft and file your Articles of Incorporation as soon as possible. Once filed with the appropriate state offices, the Articles of Incorporation will permit you to obtain a tax-exempt ruling, solicit and receive money, engage personnel, and conduct other official business in the name of your Association. The Articles of Incorporation declare officially your commitment to investigating the possibility of a Lutheran school in your community. Follow these steps in writing your Articles of Incorporation:

Step one: The title of this document will be

Articles of Incorporation
Lutheran School Association of
(name of city), Incorporated

Step two: The first paragraph must specify the legal nature of your document as it relates to your state's statutes.

Step three: Article I must specify the legal name of your Association.

Step four: Article II should indicate that your organization intends to continue in existence indefinitely.

Step five: Article III is important, for now you must state the purposes of your organization. It should be noted in the example that the statements are brief. A fuller statement of purposes for your school may be attached to the Bylaws.

Step six: Article IV of your document must specify one person in your organization as the registered agent. Anyone over twenty-one years of age may be named. Normally the registered agent is an individual located at the registered office.

Step seven: Article V speaks about membership in your Association. Note in the example that this article should refer to the Bylaws. A statement on who can and cannot be a member of your Association is best placed in your Bylaws because the Bylaws can be changed later with less difficulty than the Articles of Incorporation.

Step eight: For legal purposes only, the chairman, vice-chairman, secretary and treasurer of your Board need to be listed in Article VI as the first Board of Directors. The listing of these four people is a formality only. It should be noted that the four people listed in Article VI

have no special legal power, and replacements for your Board may be elected without having to change the listing in Article VI.

Step nine: Article VII declares you to be a not-for-profit organization.

Step ten: Article VIII specifies what will be done with any assets remaining if your organization should decide to dissolve.

Step eleven: Follow the example for Articles IX and X.

Although it is not mandatory for your document to be examined by an attorney before you file, it is wise to do so. He can point out matters which are unique to your state. Your meeting with the attorney will also provide an opportunity to discuss bonding the officers of the Association and obtaining an IRS ruling that the Association is an "exempt organization."

3. PREPARING THE BYLAWS

Every constitution contains two parts, the Articles of Incorporation and the Bylaws. It is the Bylaws which will be of major importance to your organization in the years ahead. Read the example provided carefully and discuss the points thoroughly before the Board of Education adopts each section. In general, you can follow a similar procedure in drafting this document such as has been outlined in the steps for writing your Articles of Incorporation.

4. THE FIRST DRAFT OF THE CONSTITUTION

It will be beneficial to ask key leaders within the congregations to read the first draft of the Constitution before the Articles of Incorporation are filed. Asking the District Educational Executive or synod leaders for their responses is also highly recommended. Now you are ready to write your final draft.

5. CONGREGATIONAL RATIFICATION OF THE CONSTITUTION

The Articles of Incorporation together with the Bylaws should be presented to each congregation for approval and/or adoption. This is done with the voters assembly and may take as long as six months to be completed. You may wish to ask the congregations for approval of your Constitution as a question separate from inviting them to officially join the Association. This procedure allows for a good relationship to be established with those congregations which may hesitate on joining at an early date.

SAMPLE CONSTITUTION

ARTICLES OF INCORPORATION
LUTHERAN SCHOOL ASSOCIATION OF
(NAME OF CITY), INCORPORATED

THESE ARTICLES OF INCORPORATION are executed by the undersigned, natural persons more than twenty-one (21) years of age, for the purpose of organizing a (name of state) corporation under Chapter ____ of the (name of state) Statutes, known as "the nonstock corporation law".

ARTICLE I

NAME

The name of the corporation is:

LUTHERAN SCHOOL ASSOCIATION OF
(NAME OF CITY), INCORPORATED

ARTICLE II

PERIOD OF EXISTENCE

The period of existence of the corporation is perpetual.

ARTICLE III

PURPOSES

The purposes for which this corporation is organized are:

A. To promote Lutheran education and to establish, conduct, control, manage, and maintain Lutheran schools for that purpose in the State of _____.

(Name of school) admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school administered programs.

B. To acquire by gift, option, lease, purchase, conveyance, devise, or in any lawful manner, real or personal property, with the full right to lease, sell, or otherwise dispose of the same; and,

C. To borrow money for the purposes of the corporation and to give security therefor; and,

D. To have all powers of a corporation organized under Chapter ____ of the (name of state) Statutes, when no inconsistent provision is made by law or in these Articles of Incorporation as specified in Section ____ of the (name of state) Statutes, and, in general, do all things and perform all acts incident to or necessary or proper in carrying out the business and purposes of the corporation, and

E. To engage in any lawful activity within the purposes for which corporations may be organized under Chapter ____ of the (name of state) Statutes.

ARTICLE IV

PRINCIPAL OFFICE AND REGISTERED AGENT

The principal office of the corporation is in the City of _____, (name of state), and the name and address of the corporation's registered agent is:

Name of individual _____
Street _____
City, state, zip _____

ARTICLE V

MEMBERSHIP

The designation of the class or classes of members, and the qualifications, rights, and method of acceptance of members of each class, the manner in which members may be expelled from membership, and the limitations on or denial of voting rights of members or any class or classes of members, shall be set forth in the Bylaws of the corporation.

ARTICLE VI

DIRECTORS

The affairs of the corporation shall be managed by a Board of Directors and the number, qualifications, and classes (if any) of the Directors shall be fixed by the Bylaws of the corporation, but the number of Directors shall not be less than three (3), and the Directors shall be elected or appointed in the manner and for the term provided in such Bylaws. The Directors constituting the first Board of Directors and the addresses of each such Director are as follows:

(Name of chairman), Chairman
(Street) _____
(City, state, zip) _____

(Name of vice chairman), Vice-Chairman
(Street) _____
(City, state, zip) _____

(Name of secretary), Secretary
(Street) _____
(City, state, zip) _____

(Name of treasurer), Treasurer
(Street) _____
(City, state, zip) _____

These directors shall hold office for such period as may be specified in the Bylaws.

ARTICLE VII

SHARES OF STOCK AND DIVIDENDS PROHIBITED

The corporation shall not have or issue shares of stock, and no dividend shall be paid and no part of the income of the corporation shall be distributed to or inure to the benefit of its members, Directors, or officers.

ARTICLE VIII
DISTRIBUTION OF ASSETS ON DISSOLUTION,
DISCONTINUANCE OR LIQUIDATION

In the event it becomes necessary or expedient for any reason whatsoever to dissolve the corporation or cease the activities thereof, then all of the remaining assets, property, and income owned or held by the corporation shall be used exclusively for one or more of the exempt purposes described in Section 501 (c) of the Internal Revenue Code, or for charitable, scientific, literary, or educational purposes that qualify within the definition of the purposes for which this corporation was created.

ARTICLE IX
AMENDMENT

These Articles of Incorporation may be amended in the manner authorized by law at the time of the amendment. No amendment shall be adopted which changes this corporation from a charitable corporation to that of a corporation organized for the pecuniary profit of the members thereof.

ARTICLE X
INCORPORATOR

The name and address of the incorporators are as follows:

(name of chairman) _____
(street) _____
(city, state, zip) _____
(name of vice-chairman) _____
(street) _____
(city, state, zip) _____
(name of secretary) _____
(street) _____
(city, state, zip) _____
(name of treasurer) _____
(street) _____
(city, state, zip) _____

Executed in duplicate this _____ day of _____, 19_____.

(signature of chairman) _____
(typed name of chairman) _____
(signature of vice-chairman) _____
(typed name of vice-chairman) _____
(signature of secretary) _____
(typed name of secretary) _____
(signature of treasurer) _____
(typed name of treasurer) _____

(The sworn statement of witness of a licensed notary public is to be included here, if required by state law.)

SAMPLE BYLAWS

BYLAWS

LUTHERAN SCHOOL ASSOCIATION OF

(NAME OF CITY), INCORPORATED

ARTICLE I

PURPOSE

The purpose of such corporation shall be to promote Lutheran education and to establish, conduct, control, manage, and maintain a Lutheran school for that purpose in the State of _____.

A complete statement of philosophy and goals is attached to these Bylaws.

ARTICLE II

MEMBERSHIP

Section 1 - Congregational Membership

Any _____ Synod Lutheran congregation desiring to be a member of the Lutheran School Association of (name of city) shall:

- A. Adopt a resolution to that effect;
- B. Select delegates in the manner prescribed by these Bylaws;
- C. Make formal application to the secretary of the Association on the form authorized by the Board of Directors;
- D. Contribute an annual sum as determined and published from time to time by the Board of Directors;
- E. Involve itself in the recruitment of students;
- F. Support the programs of the Association.

Section 2 - Associate Membership (Optional)

Any Lutheran congregation not belonging to or affiliated with the _____ Synod desiring Associate Congregational membership shall:

- A. Adopt a resolution to that effect;
- B. Select a representative in the manner that delegates are selected by member congregations; Associate Congregational Representatives shall be accorded the full privileges of the floor in any meeting, but shall not be entitled to vote or hold office;
- C. Make formal application to the secretary of the Association on the form authorized by the Board of Directors;
- D. Contribute an annual sum as determined and published from time to time by the Board of Directors;
- E. Involve itself in the recruitment of students;
- F. Support the programs of the Association.

Section 3 - Individual Membership

Any eligible individual desiring individual membership in the Association shall:

- A. Comply with the Articles of Incorporation;
- B. Make formal application to the secretary of the Association as specified by the Board of Directors;
- C. Contribute an annual sum to be determined and published from time to time by the Board of Directors;

- D. Involve himself in the recruitment of students;
- E. Individual members shall be accorded the full privileges of the floor in any meeting, but shall not be entitled to vote or hold office unless also chosen as representatives of congregations holding congregational membership.

ARTICLE III

ASSEMBLY OF CONGREGATIONAL DELEGATES

Section 1 - Delegates

Each congregation holding congregational membership in this Association shall annually select from its midst (number) delegates and as many alternates as it deems necessary who shall be accredited to the secretary of this Association. All delegates shall be communicant members in good standing of the local congregation. A congregation may choose to elect a pastor, a Director of Christian Education, or laypersons as members of its delegation.

Section 2 - Voting Franchise

At any meeting of the Association each accredited delegate present, or his alternate, shall be entitled to one vote.

Section 3 - Responsibilities of Delegates

Delegates shall be responsible for keeping their congregations informed about the activities and progress of the Association, serve as liaison between the congregation and the Association, actively participate in the recruitment of students, and foster financial support for the Association. One delegate from each participating congregation shall be designated as chairperson of the respective delegation.

Section 4 - Regular Meetings

There shall be (number) meetings of this Association annually. These meetings shall be held on a determined and published date in the months of _____, _____, and _____. The _____ meeting shall be designated as the annual meeting, at which time elections shall take place. Delegates shall be notified of meetings _____ number of days prior to the meeting.

Section 5 - Special Meetings

Special meetings of the Association may be called by the Board of Directors or at the written request of (number) member congregations, as defined in Article II, Section I of the Bylaws of the Association. Delegates shall be notified of the special meeting and its purpose at least ten days prior to the date of the meeting.

ARTICLE IV

BOARD OF DIRECTORS

Section 1 - Membership

The Board of Directors shall consist of (number) persons, (number) of whom shall be pastors, and (number) of whom shall be laypeople. Any member in good standing of a congregation holding congregational membership in this Association shall be eligible.

Section 2 - Term of Office

The Directors elected shall hold office for a term of three years and/or until their successors have been chosen. No Director shall be elected for more than two consecutive terms.

Elections of Directors shall be held at the annual meeting of the Assembly of Congregational Delegates.

Section 3 - Vacancies

Any vacancy occurring on the Board between elections shall be filled by an appointee of the Board. The individual so appointed shall hold office for the unexpired term.

Section 4 - Election of Officers

After each annual election the Board of Directors shall organize and elect from its midst the following officers: A chairman, a vice-chairman, a secretary, and a treasurer.

Section 5 - Powers

The Board of Directors shall be empowered:

- A. To conduct, manage, and administer the affairs of the Association; to hold all monies and property, real, personal, and mixed, however acquired, and shall use, manage, and conduct the same under the direction and for the use and benefit of this organization; to accept or reject gifts, grants, bequests, legacies, and devises; at the direction of the Association to acquire, sell, transfer and convey, mortgage, and pledge all real and personal property for the Association; to provide proper bond for the officials who are charged with the handling of the funds of the Association; to provide for an annual audit of the financial records of the Association; to provide for the financial needs of the Association and administer its funds; to determine and publish a budget, tuition rates, and various membership fees annually or as changes are made; to appoint such additional officers and committees as may from time to time be deemed necessary;
- B. To supervise the activities of the school; to determine and to ratify educational and academic policies of the school;
- C. To report its actions at each regular meeting of the Association; to prepare the agenda for each meeting of the Association;
- D. To call, employ, appoint, and/or dismiss instructors.

Section 6 - Meetings

Regular meetings of the Board of Directors shall be held monthly. The place, day, and hour of such meetings shall be established by the Board and should be announced to the Association.

Special meetings of the Board may be called by the chairman or upon written request of (number) members of the Board. Notices of such special meetings shall be duly given by the secretary (number) days in advance, announcing the purpose of the meeting.

Any action required or permitted by the Articles of Incorporation or Bylaws or any provision of law to be taken by the Board of Directors at a meeting or by resolution may be taken without a meeting if they consent in writing, setting forth the action so taken, shall be signed by all of the Directors then in office.

ARTICLE V

LIMITATION OF BOARD POWER

This Association limits and restricts the powers of the Board of Directors by reserving to itself the right to approve or disapprove the incurring of any extraordinary liability and expenditure. (If desired, the limitations on these powers can be enumerated.)

ARTICLE VI

DUTIES OF OFFICERS

Section 1 - Chairman

The duties of the chairman shall be:

- A. To preside at all meetings of the Board of Directors and at all meetings of the Association;
- B. To serve at the direction of the Board in capacities that may be determined from time to time;
- C. To sign and acknowledge all deeds and instruments for the transfer, conveyance, and assignment of the property belonging to said Association, and all instruments, contracts, and papers necessary or convenient in the transaction of the business and affairs of this Association;
- D. To make a full and detailed annual report of the affairs of the Association.

Section 2 - Vice-chairman

The duties of the vice-chairman shall be to act in the capacity of the chairman in the latter's absence or disability.

Section 3 - Secretary

The duties of the secretary shall be:

- A. To keep an accurate record of the minutes of all meetings of the Association and the Board of Directors;
- B. To carry on such correspondence as directed by the Association and the Board;
- C. To send proper notices of meetings;
- D. To maintain the official roster of the congregations and individuals belonging to the Association, and to keep safely and systematically all papers, records, and documents belonging to the Association.

Section 4 - Treasurer

The treasurer shall be bonded. His duties shall be:

- A. To manage the funds of the organization as directed by the Board of Directors;
- B. To keep, or cause to be kept, an accurate record of all receipts and disbursements;
- C. To make periodic reports to the Board of Directors and the Association;
- D. To submit his records for annual audit.

Section 5 - Executive Committee

The above named officers shall serve as an executive committee between meetings of the Board of Directors at the direction of the Board.

ARTICLE VII

NOMINATIONS AND ELECTIONS

Section 1 - Nominating Committee

The chairman shall announce at the (month) meeting what offices are to be filled at the next annual meeting, and shall, at the same time, appoint and instruct a nominating committee consisting of (number) members.

Section 2 - Slate of Candidates

It shall be the duty of the nominating committee to prepare a slate, designating for each office two candidates who have indicated their willingness to serve, and to present such slate to the delegates at the next annual meeting. Any delegate of the Association may propose additional candidates from the floor. The Association shall accept or reject all nominations by a majority vote of the delegates present.

Section 3 - Qualification of Nominees

Any person nominated for the office of Director shall be a communicant member of an Association congregation.

Section 4 - Election

Elections of the members of the Board of Directors shall be by ballot distributed to accredited delegates or their alternates. A majority of all votes cast shall decide an election. After the first election of the Association, (number) pastors, and (number) of laypeople shall be elected annually.

ARTICLE VIII

QUORUM

A majority of delegates present at any regular or special meeting of the Association shall constitute a quorum. A majority of the membership of the Board of Directors shall constitute a quorum at any Board meeting.

ARTICLE IX

FINANCIAL OBLIGATIONS

Every congregation holding membership in this Association shall be obligated for and contribute its pro rata share of the Association's annual budget requirements as established by the Association's delegate meeting, and, insofar as practicably possible, shall pay the same at the rate of at least one-twelfth thereof each and every month until fully paid. The method of raising such financial obligations shall be determined by the individual congregation.

If the member congregation finds it impossible because of unique circumstances to meet its financial obligation, the Board of Directors shall enter into negotiations with the congregation in order to arrive at a God-pleasing resolution of the difficulty, even to the extent of a temporary reduction of the assessment.

ARTICLE X

THE ADMINISTRATOR

The administrator of the Association's school shall be engaged by and be subject to the authority of the Board of Directors. He shall be required to attend all Board and Association meetings, and shall be an ex-officio member of all committees of the Board.

ARTICLE XI

CORPORATE SEAL

The corporate seal of the corporation shall have the following inscription: The Lutheran School Association of (name of city).

ARTICLE XII

DISSOLUTION

In case of division or schism in the membership resulting in an actual separation, all property of the corporation shall be retained by that group which remains true to the aim as defined in Article III of the Articles of Incorporation and continues to hold membership in the _____ Synod. (Other options may be considered).

ARTICLE XIII

AMENDMENTS

These Bylaws may be amended by a two-thirds majority vote of the delegates present (providing there is a quorum) and voting at any regular meeting of the Association, or at any special meeting called for that purpose, provided that a written copy of the proposed amendment has been mailed to the delegates 60 days prior to the meeting at which the proposed amendment is to be voted upon, and provided that at least half of the member congregations are represented when the vote upon the proposed amendment is taken.

PART FIVE—BUDGETING AND FUNDING

Usually minimal costs are incurred during the early exploratory phase for a new school. However, some costs may be incurred during Phase II-Surveying and especially in Phase III-Planning, if the congregation decides to open a school and starts to actively recruit students and secure initial staff members.

It is important at the outset that financial matters be handled in a responsible way. Responsible financial management will have a favorable impact on parents and other potential supporters and can have an important influence on the final decision of the congregation concerning the future of a school.

The following pages list the areas in which costs may be incurred, provide activities that will help prepare a budget, and discuss ways in which initial funds can be secured.

A. Activities Requiring Funding During the Survey and Planning Phases

1. Consultation Costs and Fees

Sometimes during the survey and planning phases it may be necessary to seek advice from synod officials, specialists in the field of education or other Lutheran school administrators. Funds should be available to pay for transportation and other costs. It may also be appropriate to provide a stipend for some individual's services. (Keep in mind that good advice at an early date may save unnecessary loss of time and expenditures at a later time.)

2. Office and Paper Supplies

Paper, envelopes and other office supplies will be required for use in correspondence. Anticipate supplies needed for church bulletin inserts, newsletter inserts and other mailings.

3. Printing and Mimeo

Printing costs may be reduced by using facilities owned by a congregation member, but some printing expenses should be anticipated in the budget. Printing is expensive and high quality materials should be used in communications and recruitment endeavors. During the planning phase, a letterhead should be developed and printed. There will also be need for recruitment materials, a student handbook and other information pieces.

4. Services and Resources

Early procurement and use of PLANNING FOR LUTHERAN ELEMENTARY SCHOOLS documents is important. Because Aid Association for Lutherans funded the development of these materials, your cost is minimal. Budget so that sufficient copies can be made available to all key people in your planning group.

Legal counsel or other professional services may also be needed in special cases.

5. Postage

The congregation can help with special mailings and may include school materials in their regular mailing. Determine the number of anticipated mailings and provide for postage costs.

6. Office Equipment

Your congregation probably has adequate office equipment for use during the survey and planning phases. However, if extra equipment is needed, it should be included in the budget.

7. Personnel

The initial full-time workers in a school must arrive somewhat in advance of the opening of school and funds must be provided for these salary and fringe-benefit costs.

A salary for the first full-time worker must be decided early, but care should be taken that the salary can be fit later into a comprehensive schedule for all workers. Refer to document E04-Personnel Handbook for guidelines in establishing initial salaries.

8. Facilities, Instructional Equipment and Supplies

Facilities for a new school must be prepared well in advance of the opening day. Funds for construction or renovation must be anticipated to insure that these tasks can be accomplished in a satisfactory manner.

B. Budgeting for the Survey and Planning Phases

The following activities outline steps to be taken in preparing and updating budgets.

Activity 1: At the beginning of the survey phase, ask each subcommittee to review all activities listed for their area. They should be instructed to budget separately for the survey phase and for the planning phase. They should also be instructed to seek volunteer services or other low-cost alternatives, so long as quality is not sacrificed.

The congregation should be made aware of projected planning phase costs before they are asked to make a Go or No-Go decision at the end of the survey phase.

Activity 2: The Board of Education should compile a composite budget for all cost areas insuring that no items are omitted. They should also seek to eliminate any unnecessary expenditures wherever possible.

Activity 3: Sources of potential funds for the budgeted items should be identified. At this point, consideration must be given to the best possible timing with respect to challenging congregation members to support the school idea. If requests for money are made too early, it may jeopardize the planning effort. On the other hand, the commitment to provide funds may solidify the decision of congregation members to support the school idea.

If the potential school will be sponsored by an association of congregations, it is very likely that more costs may be incurred at an early date. A checking account should also be established so that the Interparish Study Committee can deposit funds and pay expenses. In this case, a plan must also be devised whereby funds can be secured from participating congregations at a relatively early date, depending on the budget needs. A budget should be carefully prepared and presented for approval to the Interparish Study Committee. This committee should seek approval of the budget from participating congregations and initiate a program to secure the necessary funds.

Activity 4: Present the proposed budget to the congregation and to other groups which may wish to participate in funding the initial planning phases.

Activity 5: Update the budget as often as necessary to reflect revised plans.

C. Sources of Funds for the Survey and Planning Phase

The best source for obtaining funds may vary from one congregation to another and may also depend on the amount of funds needed. The following is a list of areas that can be considered:

1. Ask the congregation to allocate funds to cover planning expenses.
2. Member of the planning group, interested parents, or potential supporters of the school may make personal contributions to cover initial planning costs. They should be given an opportunity to have these contributions be part of their tax-free gift through the church.
3. Explore the availability of funds from your district. A mission congregation, inner city congregation, or congregation in a similar situation may qualify for some seed money for a potential school.
4. Ask branches of the Aid Association for Lutherans or other such groups to sponsor fund-raising events. Auxiliaries within the congregation may be willing to support the planning activity through special events or through their budget.
5. Request congregational approval to seek voluntary contributions from individual members.
6. Request organizations or individuals to provide funds for budget items such as a calculator, student handbook, rental/remodeling costs, etc.
7. Seek to secure seed money from a local foundation or other similar group.

(In every case, insure that all receipts are properly recorded and reported.)

Funds solicited during the initial phases of planning a new school should be obtained in a manner which gives a good impression of the potential school. Zealous supporters of the school should be cautioned with respect to obtaining or spending money in ways which are inconsistent with the overall planning of the parish and the long-range funding objectives of the school.

The early-planning group may decide to contribute personal funds in modest or substantial amounts to enable the group to proceed with its tasks. Here, again, care should be taken that the impression is not given that these few people have a vested interest in the project and are "buying" with their contributions control of the school. This can be avoided if the early call for funds is also extended to people not serving on the planning group or the Board of Education.

Costs incurred when the first full-time staff members are employed properly belong to the congregation and should not be paid for by contributions of private individuals. Should it be extremely difficult to obtain funds needed to cover the initial salaries for these workers, the Board of Education should be alerted to a potential danger signal indicating that support may not be forthcoming later.



RESOURCES

- A. CONGREGATION PROFILE SHEET
- B. INITIAL INTEREST SURVEY QUESTIONNAIRE
- C. AGENDA FOR CONGREGATIONAL EXPLORATION MEETING
- D. GO OR NO-GO CHECK LIST

A. CONGREGATION PROFILE SHEET

Using your church records, compile the following information:

Congregation Name _____ Pastor _____

Beginning with the most recent year on the first line, list data in appropriate columns:

Last Five Years	No. of Baptized Members	No. of Confirmed Members	Average Church Attendance	Contributions		Reserves	Indebtedness
				At Home	At Large		
19__	_____	_____	_____	\$ _____	\$ _____	\$ _____	\$ _____
19__	_____	_____	_____	\$ _____	\$ _____	\$ _____	\$ _____
19__	_____	_____	_____	\$ _____	\$ _____	\$ _____	\$ _____
19__	_____	_____	_____	\$ _____	\$ _____	\$ _____	\$ _____
19__	_____	_____	_____	\$ _____	\$ _____	\$ _____	\$ _____

Last Five Years	Average Sunday Sch. Attendance	Average Attendance in other Regular Instruction Prgm. for Children	No. of Children Already Attending Non-Public School	No. of Non-Member Children Being Served in the Church Program
19__	_____	_____	_____	_____
19__	_____	_____	_____	_____
19__	_____	_____	_____	_____
19__	_____	_____	_____	_____
19__	_____	_____	_____	_____

For the current year only: Baptized Membership/Age and Sex

AGE	NO. OF MALES	NO. OF FEMALES
Less than 1	_____	_____
1	_____	_____
2	_____	_____
3	_____	_____
4	_____	_____
5	_____	_____
6	_____	_____
7	_____	_____
8	_____	_____
9	_____	_____
10	_____	_____
11	_____	_____
12	_____	_____
13	_____	_____
14 to 17	_____	_____
18 to 23	_____	_____
24 to 35	_____	_____
36 to 50	_____	_____
51 to 65	_____	_____
Over 65	_____	_____

B. INITIAL INTEREST SURVEY QUESTIONNAIRE

Lutheran School Feasibility Study Response Form for Congregation Members

Your congregation's Feasibility Study Committee has been asked to gather data regarding the possibility of a Lutheran school program. It is important that the committee know your feelings and commitment to the idea of a Lutheran school. Your response to the following questions will be very helpful:

Please rate using the following scale:

- 1 - No interest
- 2 - Uncertain
- 3 - Some interest
- 4 - Strong interest

Circle One

- | | | | | |
|--|---|---|---|---|
| 1. Do you encourage the committee to continue its study? | 1 | 2 | 3 | 4 |
| 2. If you have school-age children, would you enroll your children in a Lutheran school? | 1 | 2 | 3 | 4 |
| If you have no children, would you encourage others to send their children? | 1 | 2 | 3 | 4 |
| 3. Would you be willing to provide financial support (church contribution, tuition, or both) to maintain a school? | 1 | 2 | 3 | 4 |
| 4. Do you feel that your congregation's education program is adequate? | 1 | 2 | 3 | 4 |
| 5. If your congregation had a school, should non-member children be enrolled if space is available? | 1 | 2 | 3 | 4 |
| 6. If you are a parent, list the names and ages of your school-age children: | | | | |

Name

Age

_____	_____
_____	_____
_____	_____
_____	_____

7. Which of the purposes for a Lutheran school are most important to you?

8. List ways in which you would be willing to offer time and talent toward a school program:

Initial Interest Survey Questionnaire - continued

9. Have you had prior experience with a Lutheran school? _____

Where? _____

What kind? _____

10. Please list additional suggestions for the Feasibility Study Committee:

C. AGENDA FOR CONGREGATIONAL EXPLORATION MEETING

The agenda presented below should be revised as necessary to reflect the situation in your congregation. The agenda and minutes recording activities at this meeting should be retained along with a list of the individuals in attendance.

- I. Welcome and Opening Prayer
- II. Introductions
 - A. Special Guests
 - B. Feasibility Study Committee members
 - C. Other individuals in attendance
- III. Progress report of the Feasibility Study Committee
 - A. Give an overview of the agenda.
 - B. Describe the purpose and plan of the feasibility study.
 - C. Describe the reasons why congregation members became interested and why the group was organized.
 - D. Report on activities of the feasibility study to date.
 1. Present statement of purpose for a Lutheran school.
 2. Report on potential finances.
 3. Report on facility and site.
 4. Report on potential enrollment and demographics.
 - E. Explain the limitations of the Exploration Phase as compared to the Survey Phase (use the Planning Chart)
- IV. Special presentations
 - A. Presentations by district personnel, pastors or Lutheran educators who may be called upon to describe more fully the purpose and function of a Lutheran school and how it operates.
 - B. Distribute informational materials about Lutheran schools.
- V. Report and describe next steps of the feasibility study.
 - A. List the activities and schedule that the committee suggests should be followed.
 - B. Indicate when those in attendance will receive a written report of the meeting.
 - C. Announce a target date for completion of Phase I of the feasibility study.
- VI. Response and discussion
 - A. Solicit and discuss questions from the floor.
 - B. Distribute and explain the purpose of the response form, "Initial Interest Survey Questionnaire". (This response form is Item B in the Resource Section of this book.)
 - C. Allow time for response before gathering the completed forms.
- VII. Wrap-Up
 - A. Expressions of appreciation
 - B. Dismissal with a blessing
 - C. Provide for informal conversation following the meeting.

D. GO OR NO-GO CHECK LIST

Each member of the Feasibility Study Committee, at the direction of the chairman, should complete the Check List individually without consultation. The secretary will tabulate all Check Lists. The results will be announced and discussed.

Place a check mark in one of the three columns for each item. Be prepared to discuss your choices.

	Yes	No	Not Certain
1. Do you sense that the Feasibility Study Committee is enthusiastic about the idea of a Lutheran school program?			?
2. Do you feel that you personally have developed a clear understanding of the purpose of a Lutheran school?			
3. Are there adequate financial resources to establish and maintain a program in your congregation?			
4. Can adequate facilities be provided, at least for the first few years?			
5. Will the beginning and continuing enrollments warrant the establishment of a school program?			
6. Has the pastor(s) demonstrated support for a Lutheran school program?			
7. Do parish leaders demonstrate support for the Lutheran school concept?			
8. Has the level of interest demonstrated by parents been sufficient to warrant further study of a school?			
9. Is your congregation generally supportive of the idea of a school?			

Your committee may find that this Check List should be used again during future meetings. If you do, expect fewer check marks in the "Not Certain" column as an indication of progress.



PLANNING FOR LUTHERAN ELEMENTARY SCHOOLS

E01 WHY THE LUTHERAN SCHOOL	Rev. Paul Pallmeyer Minneapolis, Minnesota
E02 GUIDELINES FOR STARTING A NEW SCHOOL	Mr. Neal Meitler Dr. Martin Wessler Milwaukee, Wisconsin
E03 BOARD OF EDUCATION HANDBOOK	Dr. Glenn Bracht Waverly, Iowa
E04 PERSONNEL HANDBOOK	Mr. Kenneth Markworth Waverly, Iowa
E05 RECRUITMENT/PUBLIC RELATIONS/TRANSPORTATION HANDBOOK	Mr. Richard Sauer Ft. Wayne, Indiana
E06 LEGAL REQUIREMENTS	Mr. Wilbur Tewes Appleton, Wisconsin
E07 CURRICULUM PLANNING GUIDELINES	Dr. Glenn Kraft Seward, Nebraska
E08 FINANCIAL PLANNING AND ACCOUNTING HANDBOOK	Mr. Neal Meitler Milwaukee, Wisconsin
E09 FUNDING ELEMENTARY SCHOOLS	Mr. Neal Meitler Dr. Martin Wessler Milwaukee, Wisconsin
E10 BUILDING AND EQUIPMENT PLANNING	Mr. Robert Eggold Topeka, Kansas
E11 THE ROLE OF ELEMENTARY SCHOOL IN CHANGING COMMUNITIES	Mr. Donald Kell Ann Arbor, Michigan
E12 PARENTS AS PARTNERS	Mr. Eldor Kaiser Appleton, Wisconsin
E13 MODEL LUTHERAN SCHOOLS	Mr. Ellsworth Kierbs Seward, Nebraska

The above materials can be ordered from:

Board of Parish Education
The Lutheran Church-Missouri Synod
3558 South Jefferson Avenue
St. Louis, Missouri 63118

or

The American Lutheran Church
Mr. Don Vetter
Wartburg College
Waverly, Iowa 50677

The most effective agencies available to the Church
for equipping God's people for ministry are the
Lutheran elementary and secondary schools.